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ABSTRACT

The Supplement provides actual lessons and units developed in career development programs throughout the State of Ohio which are samples of the curriculum development taking place in Ohio. The selection committee attempted to include only those materials which show consistency between objectives and activities. The materials range from single lessons to mini-units to complete units. Tests, bibliographies, check lists, and inventories are used where it was believed these would make a Statewide contribution. The materials are intended for grades K-6 and cover a broad spectrum of subject areas: social studies, mathematics, science, language arts, and home economics. Specific career education units are devoted to the world of work, self-concept, career awareness, career motivation, and thinking skills. Most of the units are directed toward a specific grade level or for use with educable mentally retarded children. They usually are divided into sections on objectives, concepts, teacher approach and pupil activites, reference materials, and goal statements. (Author/AG)

Supp-WWK-6—4640

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# CAREER MOTIVATION

## CURRICULUM SUPPLEMENT FOR K-GRADE 6

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OHIO DEPARTMENT OF EDUCATION
COLUMBUS, OHIO

1974

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# CAREER MOTIVATION

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CAREER DEVELOPMENT PROGRAM

# CAREER MOTIVATION

## CURRICULUM SUPPLEMENT FOR K-GRADE 6

OHIO DEPARTMENT OF EDUCATION
COLUMBUS, OHIO

1974

## FOREWORD

The new urbanized technological society has brought the urgency for an abrupt turn-around in thinking about the place of the school in our world.

Our economy's rapidly changing character with large industry remote from residential areas, surrounded by fences, and protected by security guards does not permit youngsters to see their parents or others at work.

Many children's parents are recipients of public assistance checks, a situation which compounds the problem of teaching job-centered values.

In Ohio, curriculum guides have been developed for the three components of the Career Development Program—Career Motivation, Career Orientation, and Career Exploration. We hope that this K-6 *Career Motivation Curriculum Supplement* will provide additional assistance to local personnel in incorporating career development practices into the curriculum.

M.W. Essex

Martin W. Essex
Superintendent of Public Instruction

# INTRODUCTION

Career Motivation is an essential component of the K-10 Career Development Program. Through the assistance of many local directors, coordinators, and teachers, the State Department published a *Career Motivation Curriculum Guide* in 1972. This guide was revised, again with local assistance, in 1973.

This *Career Motivation Curriculum Supplement* takes us a step further. The *Supplement* provides actual lessons and units developed in career development programs throughout the State. These have been selected as samples of the curriculum development taking place in Ohio.

We gratefully acknowledge the following people for their aid in screening the materials: Constance K. Carse, Mansfield; Dr. Edward Karns, Parma; and Betty G. Fisher, Springfield. State assistance was provided by Linda A. Keilholtz.

Byrl R. Shoemaker

Byrl R. Shoemaker
Director of Vocational Education

## TABLE OF CONTENTS

*Akron*

Grade 1 — Social Studies — Special Holiday Unit ..... 2

Grade 4 — Basic Mathematics ..... 6

Grade 6 — Science
  Unit 1 — Science in the World Today ..... 10

  Unit 4 — Rockets and Space Travel ..... 13

*Cincinnati*

Grade 2 — World of Work — Varieties of Work ..... 16

Grade 4 — Language Arts and Social Studies ..... 18

Grade 6 — Language Arts and Social Studies ..... 21

Grades 4, 5 and 6 — Art ..... 28

*Dayton*

EMR — World of Work ..... 47

Grade 4 — World of Work ..... 52

Grades 5 and 6 ..... 70

Grades 5 and 6 — Which is Your Pattern? ..... 71

Grades 5 and 6 — Self ..... 73

Grades 5 and 6 — Distributive Occupations ..... 76

  Occupational Application Blank ..... 77

  Personality Check List ..... 78

*Mansfield*

Kindergarten — Varieties of Work ..... 80

Kindergarten — Why People Work ..... 82

Grade 1 ..... 83

Grade 1 — Workers Who Help Protect People ..... 84

Grade 1 — Self-awareness, Self-acceptance, Self-affirmation ..... 85

Grade 2 — Varieties of Work .................... 87

Grade 2 .................... 88

Grade 4 — Economics .................... 89

Grade 5 — Workers in the Community .................... 91

Grade 5 — Varieties of Work .................... 92

Grade 5 — A Comparison of Careers — Today's and Colonial .................... 94

Special Education - Primary EMR .................... 96

Special Education - Intermediate EMR .................... 97

Kindergarten, Grades 1 and 2 — Questionnaire .................... 99

Grades 3 and 4 — Questionnaire .................... 100

Grades 5 and 6 — Questionnaire .................... 101

Grades 5 and 6 — Values or Characteristics of Careers .................... 104

*Orrville*

Junior First Grade — Supplementary Academic Materials .................... 106

Grade 1 — Supplementary Academic Materials .................... 107

Grades 3 and 4 — Supplementary Academic Materials .................... 109

Grade 5 — Supplementary Academic Materials .................... 116

Grade 6 — Supplementary Academic Materials .................... 121

*Parma*

General Objectives .................... 125

K-6 Career Motivation Program .................... 126

Kindergarten — World of Work — The Child-Me .................... 127

Fourth Grade Goals .................... 134

Grade 4 — Career Motivation .................... 135

    Looking at Yourself .................... 140

    Random Ideas .................... 141

    Career Motivation .................... 143

Grade 3 — Self-Concept Development ........................149

Grade 3 — Science ........................151

Grade 5 — Career Motivation — Germany and Japan........................155

Grade 5 — Career Motivation Resources ........................156

Grade 6 — Career Motivation........................164

Government
United Nations
Conservation
Minorities

Media Center — Career Motivation ........................171

Music — General Objectives — Career Motivation ........................174

*South-Western City*

Levels 1 and 2 — — Thinking Skills ........................182

Levels 3 and 4 — Thinking Skills ........................185

Levels 5 and 6 — Thinking Skills ........................189

Levels 7 and 8 — Thinking Skills ........................195

Primary — The Newspaper: A Form of Communication ........................199

Intermediate — The Newspaper: A Means of Communication ........................211

Intermediate — Nutrition ........................227

Intermediate — Money: A Medium of Exchange........................243

*Springfield*

Grade 1 — Goods and Services........................274

Grade 5 — Making Perpetual Calendars - An Assembly-line Project ........................285

Kindergarten - Grade 6 — Materials List in the Affective Domain........................287

*Warren*

Primary EMR — Home Management ........................293

*Willoughby-Eastlake*

Grade 1 — Careers ........................303

Grade 2 — Careers ........................304

## CAREER MOTIVATION CURRICULUM SUPPLEMENT

The concept of career motivation is relatively new in Ohio. Consequently, the lessons and units reprinted here are either tentative or first edition in the contributing schools. They should, however, serve as a stimulus for ideas to other school systems that are introducing career motivation programs or revising present materials.

There was much repetition in the materials which were submitted. In the selection process, the committee attempted to include only those which show consistency between objectives and activities. There is a variety of format ranging from single lessons to mini-units to complete units. Lists, bibliographies, check lists and inventories were accepted where it was believed these would make a state-wide contribution. The special areas of EMR, music and art are also represented.

A pattern for career motivation is developing in the State of Ohio. As this pattern emerges, professionals are making significant contributions in the area of curriculum. Perhaps this publication of materials will aid in the idea exchange process which is invaluable in any profession.

## AKRON

Akron's balance between academic subject areas and career motivation and the unusual correlation of careers and special holidays are noteworthy contributions.

# GRADE 1

# SOCIAL STUDIES

# SPECIAL HOLIDAY UNIT

## OBJECTIVES:

1. To create an appreciation of national holidays.
2. To develop an awareness of the historical background of holidays and of the many jobs that are related to the recognition of such days.

## CONCEPTS:

1. People celebrate or recognize certain special days throughout the year.
2. Special days are recognized and celebrated in a variety of ways.
3. Some people have special jobs or work for these holidays.

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 1. On Columbus Day discuss the explorations of Columbus. Elicit the importance of working as an explorer. Have children tell what different work the members of the Columbus expedition might have done. Help children see the parallel of Columbus and space exploration. | Have a Columbus ditto for the children to color | 1. Children will be able to realize that long ago people worked and they continue to work today. They will learn that work is done for many reasons: to broaden knowledge, earn a living, provide services, and so forth. |
| 2. On George Washington's birthday tell and discuss the work that Washington did as president and as a military man. | Ditto for children to color | 2. Children will be able to understand that many famous people became famous because of their work for the nation. |
| 3. On Abraham Lincoln's birthday read the story of his childhood. Describe the work Lincoln and his family did. Have children relate it to their life now. | | 3. Children will be able to realize that people have always worked for food, clothing, shelter and the special things they desire and that the work and jobs have changed over the years. They will be able to draw a picture of one job Lincoln did as a boy or man. |

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 4. On Thomas A. Edison's birthday read or tell the story of Edison's life and of his inventions. Help children to relate his inventions to their own lives. | Have a ditto for the children to color | 4. Children will be able to realize that the inventions of some imaginative people have made life and work easier and more pleasant for people now. They will be able to draw a picture of two items in their homes or schoolroom that Edison's inventions made possible. |
| 5. For Memorial Day, explain to the children the reason for celebrating it. Discuss the work of soldiers, sailors, marines, and all armed services personnel in protecting our country. | Ditto of flag, a soldier, a sailor for the children to color | 5. Children will learn about the work of the armed forces and their importance. They will be able to draw or color a picture of some activity related to Memorial Day. |
| 6. Have a soldier, sailor or veteran describe his work to the children, keeping in mind their tender years. | Have a ditto of a soldier or sailor to color | 6. Children will gain firsthand experience in meeting and listening to a member of the armed forces. |
| 7. Make a mural about the workers in the armed forces. | Mural paper, pictures of soldiers or sailors to paste to the mural paper | 7. Children will be able to organize their ideas of the armed forces and of the importance of their work. |
| 8. Make Christmas cookies in the classroom. Select cookie recipe with class. Make baker hats for each child. Children may mix the dough, roll and cut the cookies, place them on a cookie sheet, and bake them in the school oven. | Ingredients for making cookies, cooking utensil, available oven | 8. Children will gain firsthand experience in the tools needed, materials required, and effort involved in one of mother's jobs. |
| 9. Make Christmas cards for parents. Discuss buying cards at a store and the workers needed to make the cards. Point out job similarities of commercial card makers and children making their cards in classroom. Display samples of commercial cards for children to examine. | Construction paper, scissors, crayons, paste | 9. Children can list the work tasks of card makers. |

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 10. Do a similar card project at Easter and see how much children recall of jobs and workers. | Sample of commercial cards | 10. Children can list the work tasks of card makers. |
| 11. Independence Day is seldom understood by primary - elementary children. Tell the story of the Declaration of Independence. A suggested time slot for this is in February before or after President's Day, with one or two reminders at the end of the school year. The workers involved could be mentioned. The celebration of this day could be described and the workers related to armed forces parades and to family picnics. | | 11. Children will learn about Independence Day and the workers and jobs related to it. |
| 12. After the holiday unit is completed, help children assemble all their pictures and stories into a little *Holidays I Know About Book*. | Dittos of holidays | 12. Children will be able to organize and communicate what they have learned about special days and the jobs involved. |
| 13. Holidays are superb for bringing in workers. During Christmas Santa's job can be discussed and at Easter the Easter Bunny's. | | 13. Children will be able to tell their ideas of workers and jobs and how much pleasure workers contribute to the holidays. |
| 14. Before a party, clean desks and tidy up the room. This is similar to mother's and teacher's jobs when company is expected. Later relate that activity to school, factory, office, and supermarket maintenance. | | 14. Children will be able to realize that work is necessary to participate in fun and that the cooperation of everyone adds to the enjoyment of all. |
| 15. Passing out treats at a party is similar to serving in a restaurant. (Have waitresses' hats for children to wear in turns.) | Paper waitresses' hats made from construction paper | 15. Children will gain the experience of a specific job. |
| 16. After the party comes the cleaning up. | Buckets, sponges, paper towels | 16. Children will be able to see how different jobs and workers are necessary to keep their school room in good condition. |

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 17. Parades and workers involved. Movie - Discuss Macy's parade at Thanksgiving, the organizers, jobs such as making floats and big balloon figures. Discuss the policeman's job in parades. | Movie "Anatomy of a Parade" | 17. Children will broaden their understanding of the many workers devoted to the entertainment field. They will show their understanding by drawing a picture of a parade. |
| 18. Make a mural of a parade. | Mural or bulletin board, paper, crayons | 18. Children will gain a deeper awareness of the workers and work involved. |
| 19. Have children play the parts of various workers in a parade. | | 19. Children will gain a deeper awareness of the workers and work involved in a parade. |
| 20. Use workers portrayed in *News Pilot* or *Weekly Reader*. Discuss the workers and their jobs. | Classroom *Weekly Reader* | 20. Children will learn of the relevancy of the working person as he sees and learns about them in the weekly paper. |
| 21. Watch television news broadcasts and discuss the various jobs and workers. | TV | 21. Children will see and realize that workers are doing their jobs everywhere. |
| 22. Bring in or have the class bring in pictures of workers from the daily newspapers or from magazines. Discuss and pantomime some of the jobs. | Daily newspaper and or magazines | 22. Children will be able to show their understanding of the jobs discussed. |
| 23. Make paper bag puppets of some of the workers for short skits. | Picture of a worker, paper bags, scissors, paste, crayons | 23. Children will be able to participate and show their understanding of the jobs discussed. |

# GRADE 4

## MATHEMATICS

## BASIC MATHEMATICS

**OBJECTIVES:**

1. To develop an awareness that math is an essential part of vocational and recreational activities.
2. To develop an awareness of the necessity of learning basic mathematics for use in life and the world of work.

**CONCEPTS:**

1. Basic estimating is an aid in work and leisure.
2. Handling money accurately is an essential skill.
3. Many jobs are related to mathematics.

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 1. Ask the students to imagine our world without numbers. Ask:<br>a. How could we tell how far it is to another city?<br>b. How could we tell time? | | 1. Children can list how math and life are interrelated. |
| 2. Have each child interview a person (parent or friend) to discover how much math is used in his work. Compile the results and construct a graph to show the findings. | Paper, crayons | 2. Children recognize that math is not used equally in all jobs and occupations. |
| 3. Have the children investigate how math is used at home (kitchen, basement, etc.). | | 3. Children can list the ways math is frequently used at home. |
| 4. By committee, investigate the use of math in sports. | | 4. Children can list the ways math is used in sports. |

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 5. Display the grocery ads from three different stores. Give the pupils a list of items for purchase. Have them determine in which store they should shop for the best bargains. | Grocery ads, lists of items, paper, pencils | 5. Children can take information and identify alternatives. |
| 6. Have the children role play buying, selling, and counting money. | Play money | 6. Children can accurately make transactions using money. |
| 7. Construct a bulletin board around the theme "Money in the World of Work." | Construction paper, crayons, paste, scissors | 7. Children can tell or write at least ten ways money is used in the World of Work. |
| 8. Role play. Have the children act out situations where estimation is necessary.<br>a. In a store which is cheaper, one large or two smaller items?<br>b. How much of the wall is left to paint? | | 8. Children recognize that math is a mental process and the utilization of this process is necessary on many jobs. |
| 9. Have the children estimate the size of various items and measure them. Describe the need for accurate measurement in such areas as construction, sewing, food preparation. | Yard sticks, tape measures, | 9. Children can estimate and check by measuring accurately. |
| 10. Bring in some recipes. Practice halving, doubling, etc. Pick one recipe and make it in class, using measuring skills. | Various recipes, dry and liquid measures | 10. Given a recipe, children can double or halve it and measure the ingredients accurately. |
| 11. Have a box filled with papers on which are written occupations or workers. The child draws a slip and then he must tell how math is used by the person or the occupation listed. | Box, paper | 11. Given a list of occupations and workers, children can relate the importance of math to the listed occupation. |

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 12. Use the film "Donald in Math Magic Land." Discuss uses of math as seen in music, art, games, nature, recreation, and so forth. | Film "Donald in Math Magic Land" | 12. Given an activity, children can relate whether or not math is a part of it and how. |
| 13. Use the film "How Man Learned to Count." Discuss how man has developed more efficient ways of doing things. | Film "How Man Learned to Count" | 13. Children can list how math has been used in developing more efficient ways of doing things. |
| 14. Take a field trip to observe how math is really used. Visit a bank, store, factory, or bakery. | | 14. Children can list twenty uses of math observed on a trip. |
| 15. Have various parents come and speak to the class on how they use math. | Speakers and prepared questions | 15. Children can ask intelligent questions about work and math. |
| 16. Interview a computer programmer or invite one as a speaker. Investigate how a computer works. | | 16. Children understand that the computer programmer must use math to efficiently utilize the computer. |
| 17. Discuss how artists, photographers, and architects use math in their work. Bring in symmetry, measuring, and money. | | 17. Children recognize math can be seen in the beauty of symmetry as well as in the use of money, time, and measuring. |
| 18. Use facsimiles of rectangular bricks in an art lesson to create various geometric designs and discuss how they vary. Also discuss whether or not rectangular bricks would be practical to use (time, difficulty to construct, durability, etc.). | Paper, crayons or paint, rulers | 18. Children can utilize geometric concepts as part of architectural design. |
| 19. Utilize catalogues and wallpaper books to discuss the geometric figures and symmetry in wall coverings. Have the children design some. Estimate how much would be needed to paper a room and the cost involved. | Catalogues, wallpaper books, paper, paint, crayons | 19. Children can apply geometric principles to design and figure costs and size accurately. |

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 20. Have the school treasurer or the cafeteria worker who sells lunch tickets speak to the class. Discuss the need for accuracy in balancing accounts. | | 20. Children can distinguish between a need for accuracy and a need for estimating. |
| 21. Collect examples of various kinds of graphs (bar, pie graphs, etc.). Discuss uses and advantages of different types of graphs. Discuss the use of graphs in occupations. | Graphs | 21. Children can list what types of information can best be shown by various graphs. |

# GRADE 6

# SCIENCE

## UNIT 1 - SCIENCE IN THE WORLD TODAY

### OBJECTIVES:

1. To develop an awareness that a scientist's work is concerned with problem solving.
2. To create a problem-solving situation in which children can actually use the same steps that a scientist must use in his work.
3. To develop an insight into the work of a scientist and the importance of his work to society.

### CONCEPTS:

1. The scientist tests his hypothesis by making observations and by doing experiments.
2. The scientist forms conclusions from his observations and by doing experiments.
3. Disposal of wastes in a sanitary manner protects our health and is an important scientific aid to one of society's problems.

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 1. Interview a scientist to determine important problems to be solved. Have class compare their ideas with those of the scientist. Suggest possible solutions to one major problem. Search for information to help this process. Use "problem solving method" found in *Today's Basic Science*, teacher's guide, page 6. | Magazines, newspaper, see the teacher's guide of *Today's Basic Science*, page 6, column 1 for "Problem solving method" | 1. Children will be able to solve problems by using the scientific method and scientific inquiry process. |
| 2. Look in the daily newspaper for reports on the work of scientists and the problems they are solving. | Newspaper, Record "Journey to the Moon" | 2. Students will become knowledgeable of today's scientific problems and the research being done to find solutions. |

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 3. Think of simple problems to illustrate the steps of problem solving using the scientific method. Let the children work out a problem and make a bulletin board display showing each step. | | 3. Students will be able to list and explain the steps in the scientific method. |
| 4. Visit the local water treatment plant. Obtain from a map of the community. Locate the rivers and watersheds in the area. Trace the course of a local tributary and note how it will drain into a larger river and finally into lakes and oceans. | Map of North America and a map of the local area and its water supply | 4. Students will understand the long-range effect of the water treatment plant. |
| 5. Make a list of scientific facts. Make another list of statements which are accepted as facts, but which really fall short of being factual. What would have to be done before each of these statements could be considered a fact by a scientist? For interest, use little-known facts or facts which seem to be false. Have the children bring in facts and let the class decide whether they are acceptable or not. Then display your facts on the bulletin board adding new ones as they are brought in. | Newspaper, magazines, encyclopedia | 5. Children will learn to accept "facts" only if there is adequate proof to substantiate them. |
| 6. Make a bulletin board display explaining the various forms of water treatment: coagulation, sedimentation, filtration and aeration. Let the children draw pictures and write short reports to explain the process for the display. | Information about water treatment provided by the water treatment plant | 6. Children will be able to explain the various water treatment plant processes. |

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 7. Have the children make their own filtering system. Suggest that they use a transparent container so that they may observe layer of gravel on the bottom and the layer of sand on top. Pour dirty water on top and observe how it is cleaned as it passes through the filter. Encourage the children to think of ways to improve their filter system and compare it to one found in an actual water treatment plant. | Encyclopedia | 7. Children can observe how the filtering of water helps to clean it. |

# GRADE 6

## SCIENCE

## UNIT 4 - ROCKETS AND SPACE TRAVEL

### OBJECTIVES:

1. To develop an awareness that technological changes eliminate some jobs and create others.
2. To develop an understanding that supply and demand may influence career choice.
3. To create an understanding that the principles of rocketry have developed through some findings handed down through the years.
4. To develop an interest in construction and design of aircraft.

### CONCEPTS:

1. Sir Isaac Newton's work has made possible the launching of rockets and orbiting satellites.
2. Multi-staged rockets are able to travel at much greater speeds than single-stage rockets.

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 1. Students should investigate the work of Leonardo da Vinci, Sir Isaac Newton, Robert H. Goddard, Hermann Oberth, Fritz von Opel, Eugene Spanger, Wernher von Braun. Make reports and develop a bulletin board display concerning these men and their work in science. | Filmstrip "How an Astronaut Lives in Space"<br>Film "Frontiers in Space - Exploring The Universe" | 1. Children will realize the importance of our space scientists. |
| 2. Investigate the work of a parachute jumper. | Different types of cloth, string, or rope, small doll-type figure, small harness structure, and several different weights | 2. Students learn about a parachutist's work. |
| 3. Have the class design and make different types of paper aircraft and test stabilization in front of a fan or wind tunnel. | Paper and fan | 3. Children can do simple tasks of a wind tunnel lab technician. |

| TEACHER APPROACH AND PUPIL ACTIVITIES | REFERENCES AND MATERIALS | GOAL STATEMENTS |
|---|---|---|
| 4. Ask a private plane owner to talk to the class. | | 4. Children learn how a private plane owner maintains his plane. |
| 5. Take a field trip to the airport and observe landings and take off procedures. | | 5. Students can explain landing and take off procedure. |
| 6. Visit Goodyear Aerospace in Akron where the Echo satellites were built. | | 6. Children appreciate tasks involved in manufacturing the satellite. |

## CINCINNATI

These selected materials show how the Cincinnati Public Schools utilized and extended the State of Ohio *Career Motivation Guide* to meet local needs.

## GRADE 2

## WORLD OF WORK

## VARIETIES OF WORK

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness of the importance of all jobs. | 1. Given a particular work situation the child will be able to match his work situation to pictures of various jobs.<br>2. Given a list of jobs the child will be able to indicate in writing or verbally one or two problems which might occur if a worker failed to perform one of his jobs. (Ex. The fireman didn't put out fires).<br>3. Given a study of jobs the child will be able to indicate verbally how a person might feel if he is told that he is no longer needed in his work.<br>4. Given a group project the child will be able to take part in a group project which involves cooperative effort. | 1. Social Studies<br>2. Reading<br>Social Studies<br>Art<br>3. Social Studies<br>Math<br>4. Social Studies<br>5. Social Studies |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Discuss how the members of a family help one another by working in or out of the community.<br>2. Develop a class book of children's drawings or stories showing how their work helps the entire family and community.<br>3. Learn songs about helpers.<br>4. Pantomime the work that each member of the family does and guess which family member it is.<br>5. Do a job in the community supervised by parents and report it back to the class. Provide a form on which the parent could report back for sharing with the teacher and the class. | |

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness of the importance of all jobs. | 1. Given his listing of a task he did not complete, the child will be able to describe the effect or results of his not having completed it. | 1. Social Studies |
| | 2. Given a list of jobs and their purposes, the child will be able to supply the meaning for himself and the community. | 2. Social Studies<br>Art<br>Leisure |
| | 3. Given his list of tasks he does at home, the child will be able to keep a completion or non-completion record for one week and explain the effects of both situations. | 3. Reading<br>Social Studies<br>Leisure |
| | 4. Given a task that the child dislikes but has completed, the child will be able to state its importance in spite of his dislike for it. | 4. Reading<br>Social Studies<br>Leisure |
| | | 5. Reading<br>Social Studies<br>Leisure |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Have a group discussion about the results of a task that has not been completed. | |
| 2. Make a bulletin board display of chores in the classroom and relate it to data, people, and things. | |
| 3. Make a list of all the jobs the class can think of in the community. Ask the students to choose jobs they think they would like and write riddles dealing with their importance. | |
| 4. Make a list of problems people encounter in the community. Make a list of workers in the community and analyze how many workers could be involved in solving a problem. | |
| 5. Take a problem-finding tour in the neighborhood. List specific problems found and how many workers might be involved in solving the problem. | |

## GRADE 4

## LANGUAGE ARTS/SOCIAL STUDIES

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness of work in the society. | 1. Given a geography unit on work in foreign countries, the child will be able to list ten different types of work done in countries outside the United States.<br>2. Given a situation in which the children trace a product through its entire production, they will be able to name the workers involved in the production and the tasks they performed.<br>3. Given a resource person from the Chamber of Commerce or the Better Business Bureau, the child will be able to prepare and present two or three questions regarding various types of work in his city.<br>4. Given a field trip to a product-producing company, the child will be able to see and feel products. He will be able to relate what he has seen to one other person.<br>5. Given the work period the child will be able to be a part of a designated production line. | Social Studies |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Show films about people working in other countries. | 1. Academy Films—(Japan Series) "The Land and its People" filmstrips. |
| 2. Have the children bring in a product from a foreign country. (Ex. a silk kimono or anything made in Japan.) Discuss the different types of work involved in making this product. | 2. Suggest that they look at home and note where their items came from. Ex. shoes from Italy, fan from Japan. |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 3. Ask the children to list the foods they ate for breakfast. Have them take the list home to find out where the product was boxed or packaged. Using a national map, pinpoint places were work was done to help provide their breakfast. | |
| 4. Role play a situation showing how a product is produced, e.g. how a loaf of bread is made. Use the children to portray all the workers involved in the production of bread. | |
| 5. Give the students an assignment made up of several steps in incorrect order. Have them organize the steps in proper order, set up a production line, and carry the assignment through to completion. Have them describe difficulties encountered in the process. | 5 An empty spool thread, sticks and a rubber band. |
| 6. Let the children imagine they are articles manufactured in a different part of the world. Have them trace their life from its origin to where they are now. | 6. Suggest a kimono or a transistor radio. |
| 7. Read two stories, one about a work situation in a foreign country and one about a work situation in the city. Pupils will describe some differences between work in a foreign country and the city. | 7. "The Power of the Written Work" from the *Magic Word;* "People of the Frozen North" from *The Magic Word;* "Builders Give Good Shows" from *Reader's Digest Part I portrays city workers.* |
| 8. Present an interesting but simple picture from a foreign country (or city) that does not have too much detail. Have a pupil tell his story of the picture and make the story characters talk. Ask other pupils to tell the story but add something new or have the characters speak in a different way. | 8. P. 41 from the story "The Power of the Written Word" in *The Magic Word.* |
| 9. Have the students go all through their home looking for objects from other countries, keeping a list of the objects and the country. Write alphabet stories or poems. | |
| 10. Give the children a story starter about one type of work performed in this city and have them write an appropriate ending for the story. | 10. Ex. A city councilman went unidentified into the city workhouse as an inmate to learn about conditions existing in this institution. Upon being released he had the following report to make to the newspaper. . . . |
| 11. Have the children role play a service type job and have the children discuss how this job is important not only in our city but other cities as well. | 11. Read "I Want To Be A Postman," by Greene, "Big City Workers" by Urell, "Dear Garbage Man" by Zion. |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 12. Have students pick an interesting occupation from a foreign country. Have them role play the job they are doing. | 12. Ex. Pearl culture in Japan. |

## GRADE 6

## LANGUAGE ARTS/SOCIAL STUDIES

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an appreciation of the importance of all jobs or occupations. | 1. Given a list of occupations, the child will be able to tell why each is important. | Reading |
| | 2. Given a list of jobs performed within his city, the child will be able to provide a minimum of three reasons for the existence of each job. | |
| | 3. Given a list of jobs which exist in his community, the child will be able to designate, verbally or in written form, the jobs which currently affect *him* the most. He will also study those which influence someone else, e.g., his parents. | |
| | 4. Given the imaginary condition that a job which he considers important no longer exists, the child will be able to describe the possible effects on him as a person. | Language<br>Social Studies |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Take pictures of people working in the community. Show them to the class or put them on the bulletin board. Write captions under each photo which will emphasize the importance of each job. | 1. Children may bring personal cameras or a class photographer may be elected or appointed. |
| 2. As a motivational activity, read a book to the class and discuss the variety and importance of jobs mentioned. Have children select another industry and make a picture book of their own. | 2. Harris, Leon, *Behind the Scenes of Television Programs*, J. B. Lippincott Co., 1972. |
| 3. Cut out pictures of persons performing jobs and write about the importance of job. | 3. Magazines such as *Ebony, Fortune, Parents, National Geographic*, other. |
| 4. Arrange a hall display relevant to the importance of all jobs. | 4. Art material paper of different colors and textures, paste, scissors, string, yarn, magazines. |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 5. Plan a trip to a local industry. | 5. See resource index. |
| 6. Carry out a class unit on an area such as transportation or communication and discuss the roles of workers in that industry. | 6. Relate to study of a particular country, the jobs related there and problems because of it. |

## GRADE 6

## LANGUAGE ARTS/SOCIAL STUDIES

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an appreciation of the environments and an awareness that a worker can contribute to his culture, family, school, community, society, and world through resources and production of goods and services. | 1. Given readings focusing on various minority groups, the child will be able to list unique ways in which various minority groups contribute to the American culture. | Reading |
| | 2. Given examples of work of various minority groups, the child will be able to compare and contrast contributions made to our culture by various minorities. | |
| | 3. Given a visit to a work site, the child will be able to identify ways and means by which a worker's environment may deter and/or facilitate a worker's cultural contributions. | Language |
| | 4. Given a list of possible contributions, the child will be able to list ways in which he, as an individual, makes unique contributions to his environment and culture. | Social Studies |
| | 5. Given a class discussion, the child will be able to compare and contrast his contributions to that of his peers and to discuss reasons for the differences. | |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Display books about minority groups. Have questions on 3 x 5 index cards that pupils can use to help them read for information on how these individuals or groups contributed to life in the U.S. | 1. Bontemps, Arna, *Negro.* American Heritage Century Communications, San Francisco, 1968.<br>Dowdell, Dorothy and Joseph, *The Japanese Helped Build America,* Julian Messner, New York, 1970.<br>Henderson, Nancy Wallace, *The Scots Helped Build America.* Julian Messner, New York, 1969. |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| | Jurtis, Arlene Harris, *The Jews Helped Build America.* Julian Messner, New York, 1970.<br>Rutland, Jonathan, *Looking at Israel.* J. B. Lippincott Co. Philadelphia, 1970. |
| 2. Visit a business establishment that is in some way related to another country. Evaluate its authenticity in relation to previous study. Ex. German or Chinese restaurant or a boutique that carries African jewelry and clothing. | |
| 3. Interview another child in the class in regard to contributions the child believes his mother or father is making to the culture via work. | |
| 4. List contributions to the culture made by people within the child's acquaintance. | |
| 5. Construct a chart or bulletin board focusing upon unique contributions of various sub-groups in our culture. | 5. See references above. |
| 6. Conduct panel or seminar focusing on contribubutions to our culture which have been made by individuals. | |
| 7. Have pupil pretend he is a manufactured product requiring materials from the United States and another country. Have him write about the product from its origin to finished product. | |
| 8. Discuss landmarks and monuments that add to the beauty and culture of our city. Relate this discussion to the workers who contributed to the existence of the landmarks and their connections with other countries. Example:<br>The Tyler Davidson Fountain<br>1. Presented to the People of Cincinnati October 6, 1871 by Mr. Henry Probasco as a memorial to his late brother-in-law, Mr. Tyler Davidson.<br>2. Mr. Probasco visited Munich, Germany, to get a model for the fountain.<br>3. Herr Ferdinand von Miller, the Director of the Royal Bronze Foundry, suggested the drawings of August von Kreling.<br>4. With a few modifications these plans were accepted.<br>5. The bronze work in the fountain was cast from cannon purchased from the Danish government.<br>Have children identify other jobs necessary in the making and transporting of the fountain. | 8. Smalley, Stephen, *The Tyler Davidson Fountain, Cincinnati, Ohio 1871.* Stephen B. Smalley, 6129 Glade Avenue, Cincinnati, Ohio 43230, 1969 |

## GRADE 6

## LANGUAGE ARTS/SOCIAL STUDIES

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop one's values in regard to work and environment. | 1. Given a discussion of value formation, the child will be able to list at least two ways in which his values differ from those of his family and/or peer group. | Reading |
| | 2. Given his own description of the environment in which he lives, the child will be able to list at least two ways in which his values regarding work are influenced by his environment. | |
| | 3. Given conflicting values, the child will will be able to cite his own value system and explain how it differs from that of others. | Language |
| | 4. Given a challenge regarding his value system, the child will be able to name at least two supporting reasons for the work values he maintains. | |
| | 5. Given a list of factors which influence a person's values, the child will be able to choose at least three values which influence him. | Social Studies |
| | 6. Given a decision to make, the child will be able to indicate which values he possesses that influence his decisions. | |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. After a study of two or more units, have pupils compare the environments of these countries and pick out a specific job (common to both countries) showing how the environment has affected the way the people perform their job. | |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 2. Read a story to pupils and have them pick out the values of the character or characters. Ask the pupils to analyze these values to determine how they coincide with their own values. | 2. & 3. There are good story selections on values from the following: *Values to Live By; Values To Learn; Values To Share* by V. Clyde Arnspiger, James A. Brill, W. Ray Rucker. Steck-Vaughn Co. Austin, Texas, 1967. |
| 3. Have pupils put on a creative dramatics production in which they will be bringing out the values of a particular character. Use a good story for them to base their play on. | |
| 4. Present a short verbal presentation which provides the reasons for one's work values. | |
| 5. Locate and discuss information concerning two or three successful people. Compare and contrast their individual choices or selection of work. | 5. *Who's Who* might give children a broader look at many kinds of jobs and people with many different abilities. |
| 6. Debate the pros and cons of choosing a particular work situation based on differing values. | |
| 7. Identify the work environments which coincide with one's work values. | |
| 8. Visit one or two places of employment which coincide or conflict with the expressed values of indi- | 8. This may be an excursion to a factory or to a local business in the school neighborhood. |
| 9. Following the visit have a discussion of whether the places visited would appeal to the students' work values. If so, why? If not, why not? | |

## GRADE 6

## LANGUAGE ARTS/SOCIAL STUDIES

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| 2. To affirm one's work values. | 1. Given a choice of work possibilities, the child will be able to list at least three which are amenable to his stated values. | Reading |
| | 2. Given a list of work possibilities, the child will be able to define those which are not within his value system and to state, in written form, the reasons why they are not. | Language |
| | 3. Given a list of various types of work, the child will be able to divide the types of work into categories indicating those which interest him or fail to interest him. | |
| | 4. Given a class discussion on work values, the child will be able to cite, in written form, at least three differing values expressed by class members. | Social Studies |

## GRADES 4, 5, and 6

## ART

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an appreciation and respect for all kinds of work. | 1. Given a variety of art materials, pupils will be able to make posters, murals, bulletin boards, or arrange hall displays showing the importance of all kinds of work. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Create mobiles depicting the need for various workers in the community. The teacher may stress the need for balance of producers of goods and services in making the mobile. | 1. These mobiles can be made in any number of ways using a variety of approaches and materials. It could be just paper or textured materials, cloth and metal included. Magazines may be used or miniature dolls of papier mache. |
| 2. Develop lists of workers in Ohio or another state or country according to job families. Make a job tree using branches for job families and leaves for jobs. | |
| 3. Develop and present a poster series on "workers in the school" to a lower grade. | |
| 4. Arrange a hall display relevant to the importance of all jobs. | |
| 5. Have a group discussion about the results of a task that has not been completed. | |
| 6. Make a mural entitled, "Workers Who Have Helped Our Country Become a Strong Nation." Display in conspicuous place in the school hall. | 6. Kelley, *Let's Make a Mural,* 1958 |
| 7. Using pictures of jobs (found, made, or taken from magazines) found in Ohio and the state map, develop a bulletin board. Use yarn to stretch from the location of the work to the picture representing the work. | |
| 8 Choose and carry out a task which is important to the functioning of the school. Have children draw pictures and make bulletin board display. | 8. Ex. work in the lunchroom, school office, school patrol guards. |

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness of the "goodness" of work. | 1. Given appropriate materials, the pupils will be able to illustrate chores done in the classroom.<br>2. Given appropriate materials, pupils will be able to construct a mural depicting the rewards that work produces.<br>3. Given appropriate materials, the students will be able to illustrate jobs they do at home and explain how they help family life run smoothly. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Make a bulletin board of tasks in the classroom and relate it to data, people, and things. | 1. This bulletin board can be teacher-made or student-made. Ready-made materials or materials created by the students may be used. It is important that the students see that these chores are necessary to smooth operation of the class and are basically good. |
| 2. Have the children make a mural depicting the rewards that work produces. Among these are the meeting our physical needs (food, clothing, and shelter) and emotional and social needs (a need to belong to clubs and organizations, completion of socially approved goal, and others). | 2. Kelley, *Let's Make a Mural*, 1958. |
| 3. Have children identify jobs they do at home and make papier mache mannequins or life-size flat figures doing these jobs (Ex. cutting grass, taking out garbage, washing dishes). Discuss how each job helps the family to function well. | 3. The base for the mannequin may be started with chicken wire or other material the teacher feels is easiest for the children to handle.<br>The life-size drawings can be done by using craft paper and letting the children lie on the paper and others draw around them. |

## GRADES 4, 5, AND 6

## ART

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness that through work, people meet their needs (food, clothing, shelter, psychological) and fulfill personal wants. | 1. Given appropriate materials, the pupil will be able to construct a bulletin board that shows how workers meet their needs.<br>2. Given appropriate books or magazines, the pupil will be able to construct a picture study of ways people obtain their shelter today.<br>3. Given a specific area, the pupil will be able to make pictures related to the ways people in the area meet their needs.<br>4. Given a field trip to a park, the child will be able to demonstrate pictorially how clean parks fill a particular need. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Develop a bulletin board around the theme "Work Meets Personal Needs," such as health, friendship, and belonging. | 1. Magazines (*Ebony, Life, McCalls, National Geographic*), paper, paint, cardboard, cloth, wire, pipe cleaner. |
| 2. Do a picture study on shelters past and present. Discuss ways of getting shelter today—renting, buying, building. | 2. Hoag, *American Houses: Colonial, Classic, and Contemporary*<br>Oliver, Paul. *Shelters and Society*. F. A. Praeger, New York, 1969. |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 3. Have children make pictures of the various ways by which people meet their needs and wants. | 3. Any number of methods could be used. |
| Examples: a. Indians of Southwest and how they met their needs before the settlers arrived and after the settlers took over their lands. | a. *Art Teaching Guide Hawaii,* K-12. Lurene H. Piera, Director of Art |
| b. People in cities in Japan or Ghana. | b. *Art Education Expression, Line, Form, Color, Texture, Space,* Resource Materials Curriculum Bulletin Series, Grades 1-6, Dallas Independent School District, Dallas, Texas |
| c. People in different regions of the U.S. | |
| d. People in different countries studied at grade 6. | |
| 4. After taking the children on a trip to a local park to demonstrate how environmental wants are met for some people, the children will make pictures showing clean parks and how they fill a particular need. | |

## GRADE 4, 5, AND 6

## ART

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness of the interdependence of jobs. | 1. Given a specific group project assignment, the child will be able to participate in project production. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Work in small groups to develop a circular chart depicting the interdependency of workers. Upon completion of the chart, have each group explain its chart to the rest of the class.<br>barber<br>farmer<br>groceryman<br>truck driver | 1. Variety of papers and colors for textural qualiqualities, glue, brushes |
| 2. Plan and execute a mural showing the progression of a product from its origin through completion and distribution to the consumer. Divide the tasks for making the mural among people in the group. Try to choose a product that could be made in class. | 2. Paper, poster paint, crayon<br>Kelley, *Let's Make a Mural, 1958* |
| 3. Make bulletin board showing a large cornucopia with tools of workers involved in the production of a product spilling out to the completed article at the bottom of the pile. | |
| 4. Make a wall display showing the interaction of human environments, i.e.:<br>school<br>community<br>city<br>state<br>country<br>world | |
| 5. In small groups, children make puppets and present a puppet show which illustrates the interaction of the different workers from different environments. | 5. *Puppet Making Through the Grades* by Hopper, 1968 |
| 6. Give the students an assignment made up of several steps in incorrect order. Have them organize the steps in proper order, set up a "production line," and carry the assignment through to completion. Have them describe difficulties encountered in the process. | 6. Example: kite making |

## GRADES 4, 5, AND 6

## ART

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness that technological change brings about work change. | 1. Given various examples of how technological and economic changes have influenced art processes, the children will cite art careers that are influenced by such changes. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Discuss with the children various kinds of printing procedures (silk screen, flexography, gravure, and offset) and have the children make murals on the various kinds of printing procedures. | 1. Kelley, *Let's Make a Mural,* 1958 |
| 2. Contrast work performed in former years by one man to the same work done today, utilizing the talents of several individuals, such as weaving. | 2. Class might actually make something by hand. Example: weave a mat and then discuss why the use of machinery would be better in our world today.<br>Blumenau, *Art and Craft of Hand Weaving,* 1955 |
| 3. Discuss art careers that have changed due to technological change. Examples: glass blowing, stained glass windows, hand-painted portraits. | 3. Reid, William. *Careers in Art,* J. Weston Walch |

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness of work (services) within the local community and their contribution to the local community and other community and other communities. | 1. Given various art materials, the child will be able to build a diorama or make puppets and scenery for short skits showing types of work services available in the community.<br>2. Given appropriate pamphlets and pictures, the pupil will be able to make a bulletin board showing state-sponsored recreational facilities.<br>3. Given a blank map of the community, pupils will be able to place jobs in their correct place.<br>4. Given various kinds of work related to both goods and services in the community, pupils will be able to distinguish between the two by arranging a bulletin board. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Build a model of a community unlike one's own. Identify work services involved. | 1. Yamadu, *New Dimensions in Paper Craft*<br>Peterson, *Creating Form in Clay* |
| 2. Plan and carry out a project that will benefit the community. | 2. Example: clean-up, paint-up, fix-up week. Make posters to alert the community. Have community art fair and charge entry fee. Use money raised in fees to buy something for the school or community center. |
| 3. Draw a pictorial map of the community showing different kinds of work or industries. | 3. Oak tag board, rope board, bristol board, india ink, crayons, and paint. |
| 4. Make puppets representing service workers. Plan and present puppet skits on service workers. | 4. Hopper, *Puppet Making through the Grades*, 1966<br>Cloth, wheat paste, newspaper, paints, cotton, thread, needle.<br>This may be coordinated with the language arts teacher. The pupils may write play in language arts and make puppets in art class. |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 5. Discuss types of work in the community related to goods and services. Make a bulletin board entitled, "Workers in Our Community," and separate it into work related to goods and work related to services. | 5. Reed, *Art from Scrap*, 1960<br>Meyers, *Charcoal Drawing*. 1969<br>Cornelius, *The City in Art*, 1966 |
| 6. Make a bulletin board of government-sponsored recreational facilities. Gather pictures from pamphlets published by the State of Ohio. Emphasize these parks are available to everyone because of the workers' taxes. | 6. Pamphlets from State of Ohio. |

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an appreciation of one's environment and an awareness of ways that a worker serves the world. | 1. Given an environmental problem, the student will be able to make posters to encourage improvement.<br>2. Given examples in pictures or written list of art objects from the Art Museum, the child will be able to identify how the artist served his community and the world.<br>3. Given a list of jobs or skills related to the art field, the child will be able to identify those that could be used in any part of the world.<br>4. Given problem areas in the students' own environment, the student will be able to create examples of the area "before" change and the workers needed and the way the area will look "after" changes have been made. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Have children make ecology posters and write meaningful captions. | 1. Timmons, *Painting in the School Program*<br>Randall, *Design in Three Dimensions*, 1965 |
| 2. Visit the art museum. Ask guide to identify ways in which the various artists who made these objects served not only their countries but the world. | |
| 3 Identify art occupations and skills that could be manufactured internationally. Make a wall display of these occupations or skills. | 3. Holden, *Art Career Guide*, 1961. |
| 4. Have children identify situations in their environment that need improvement and the workers needed to make the improvement. Have them create "before" and "after" pictures of the area they have identified. The "after" pictures could be as the pupil envisions the area could be. | 4. These pictures may be done as collages or using creative art material teacher feels can best show the pupil's idea.<br>Lord, *Collage and Construction in Elementary and Junior High Schools*, 1958. |

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness of the concept of the division of labor. | 1. Given a definition of division of labor, pupils will be able to work in assembly line fashion to produce an art product. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Discuss division of labor using pictures showing division of labor. Let pupils create pictures assembly-line fashion. | 1. Magazine illustrations, or pictures drawn by the children. |
| 2. Have children construct a model prefabricated house after having a pattern already cut; give each child a particular job. (Job should be assigned as the child would not be able to choose position in a regular construction job.)<br>Jobs may be as follows:<br>a. Designers for basic designs<br>b. Four pattern cutters for sides, windows, doors, roofs<br>c. Four gluers for sides, windows, doors, and roofs<br>d. Decorators to paint houses<br>e. Landscapers to plant shrubs<br>Additional jobs may be added as needed to use more children or two assembly lines may be needed. | 2. Work with designers to create a design and pattern that will be easy to execute. Have designers make copies of their patterns using ditto carbon or some other means. Have pattern ready when project begins.<br>House may be constructed from a heavy paper board, or plywood. |

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVE | CURRICULUM AREA |
|---|---|---|
| To develop an awareness that work can be categorized into job families. | 1. Given a speaker in the art field, the pupil will be able to identify ways in which a person could become involved in this field. | Art |
| | 2. Given a list of job families, the pupil will be able to identify the art-related jobs in the work family. | |
| | 3. Given the job of illustrator for a publishing company, the pupil will be able to design appropriate book covers for a specific book. | |
| | 4. Given a job as an illustrator and given a story, the child will be able to make a layout with appropriate illustrations for the story on the correct page. | |
| | 5. Given a trip to an industry, pupil will be able to identify the meaning of co-workers and make a pictorial chart showing similarities and differences. | |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Invite a speaker from the art field to speak to the class about his work, and how he became involved in it.<br>Examples: Architect<br>Industrial designer<br>Stage designer<br>Fashion illustrator<br>Cartoonist<br>Greeting card illustrator<br>Package designer | |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 2. Give children a list of several job families and a list of art jobs and have them match the art occupation with the correct family. | 2. Example:<br>*Job Family* — *Art Occupations*<br>1 Television — ___ Set designer<br>2 Newspaper — ___ Printer<br>3 Building — ___ Architect<br>4 Publishing — ___ Illustrator<br>___ Cartoonist |
| 3. In the Northeast, book publishing is an important industry. Have children design a cover for a book. | 3. Paper, crayons, paints, paste, scissors, chalk. A variety of methods could be used. |
| 4. Give children a duplicated story and ask them to pretend that they are working as illustrators. Their assignment is to lay out a book with illustrations matching a story. | 4. *Let's Go to the Capital,* Putnam<br>*Let's Go to a Court,* Putnam<br>*Let's Go to a Sanitation Department,* Putnam<br>*Let's Go to a Post Office,* Putnam<br>Little House or a Fairy or Folk Tale |
| 5. Plan a trip to an art-related industry to observe the jobs there. Have each child watch one worker for a specified period of time and keep track of all the things he does. Make pictorial charts showing similarities and differences in the jobs. | |

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To affirm one's interest through meaningful activities. | 1. Given a hobby show, pupils will be able to present their hobby and show how they applied their interests to the selection of the hobby.<br>2. Given a variety of art materials, pupils will be able to show (through a collage or in an art fair) objects that relate to their interest areas.<br>3. Given a community hobby or craft show, pupils will be able to identify those hobbies which coincide with their interests.<br>4. Given a bulletin board, pupils will be able to provide work which they feel is their "best."<br>5. Given a list of jobs required in constructing a mural, the pupil can choose the job in which he feels he can make the most achievement.<br>6. Given a variety of art materials, pupils will be able to construct puppets and scenery and put on a skit showing a variety of ways in which people can excel.<br>7. Given an imaginary day off, pupils will be able to illustrate ways in which they spend their time according to their interests. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Have a hobby show so each child can show how he applied his interests to his selection of a hobby. | |
| 2. Have pupils construct a mural entitled "Work I Like to Do." Invite another class to view the mural and listen to each child's reasons for picking his type of work. | 2. a. A list of careers related to art. Reference: *Careers in Art* by William Reid, J. Weston Walch, Publisher<br>b. *Let's Make a Mural* by Kelley, 1958<br>c. *Careers in Art (Set of Posters)* by Reid, 1970 |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 3. Conduct an art fair in which children display art objects related to their own interests. | |
| 4. Develop and display a collage of interest areas. | 4. Cardboard, paint, cloth, and any other desired materials.<br>*Collage, Personalities, Concepts, Techniques* by Janis, 1967<br>*Collage* by Brow, 1963 |
| 5. Attend a craft or hobby show in the community.<br>Examples: Golden Age Club<br>Black Expo<br>Garden Club<br>Aircraft or Boat Show<br>Have pupils discuss those hobbies which coincide with their interests. | |
| 6. Make a bulletin board display entitled "Our Best Work," including samples of each child's | 6. Tag board, construction paper, paste, chalk. |
| 7. Make a mural and involve each child in a task in which he feels some achievement. | 7. Variety of papers and colors for textural qualities (both see and feel), glue. |
| 8. Present a puppet show demonstrating a variety of areas in which people can excel. | 8. Papier mache, paper, wire, string, cotton cloth, other materials.<br>*Puppet Making through the Grades* by Hopper, 1966 |
| 9. Have each child pretend there is no school the next day. Ask him to make a picture story about how he would spend his time. | |

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness of the wide spectrum of careers and jobs. | 1. Given an article from another part of world, the pupil will be able to illustrate the life of the article from origin to finished product.<br>2. Given a display of clothes and equipment for various jobs, the pupil will be able to identify capabilities needed to use each instrument.<br>3. Given a group project, the pupil will be able to work cooperatively and choose a task which he is capable of doing. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Ask the children to imagine they are articles manufactured in a different part of the world. Have them trace their lives from their origins. Murals, shadow boxes, posters, bulletin boards may be used. | 1. Arakawa, *Traditions in Japanese Design,* 1967.<br>Brynner, *Modern Jewelry: Design and Technique,* 1966.<br>Kelley, *Let's Make a Mural,* 1958<br>Mendelowitz, *Drawing,* 1967.<br>Meyers, *Charcoal Drawing,* 1964. |
| 2. Design display of clothes and equipment such as a helmet, carpenter's hammer, or bricklayer's trowel. Discuss the capabilities needed to use each instrument. | |
| 3. Plan several group projects. Split the class into groups to work on them. Outline the tasks to be involved and make a subject study for each task listing all the school-related skills involved. Have each group member indicate which aspects of the task he feels most capable of completing.<br>Examples: a. Build model city<br>b. Build model modular summer home | 3. Wilson, *Architecture: A Book of Projects for Young Adults,* 1968.<br>Weiss, *Clay, Wood, and Wire,* 1956.<br>Weiss, *Collage and Construction,* 1970. |

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To be motivated to become an integral part of the world of work. | 1. Given pictures of several tasks, pupil will be able to identify aptitudes needed for the tasks.<br>2. Given a contest of art occupations, children will be able to enter material appropriate to the art occupation named.<br>3. Given a speaker from the art field, the pupil will be able to identify pleasures and skills related to that job. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. On a bulletin board, display several pictures showing various tasks. List different aptitudes next to the pictures and have the children match aptitudes to the proper task. | 1. Initial pictures may be obtained from magazines; then this activity can be broadened so that the different classes make pictures in various ways which show different tasks and other matching aptitudes to the pictures of other pupils on the board. |
| 2. Have a contest stressing art occupations and have children pretend that they are in this field and submit entries in the contest.<br>Examples: a. Cartoonist<br>b. Food packaging<br>c. Toy sales<br>d. Making greeting cards<br>e. Designing | 2. A committee of pupils from different levels could be set up to handle the contests. The tasks involved should be identified and their importance stressed. |
| 3. Have a speaker to discuss pleasures of art careers and skills required to pursue such careers. | |

| DEVELOPMENTAL OBJECTIVE | INSTRUCTIONAL OBJECTIVES | CURRICULUM AREA |
|---|---|---|
| To develop an awareness that a good attitude is necessary for success. | 1. Given a discussion on good attitudes, pupils will be able to express, through their own pictures or pictures obtained from other sources, the importance of success. | Art |

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| 1. Children draw pictures of what might happen if a service worker did not show up for work and did not call in. Discuss the values related to it.<br>Examples: Waste collection workers<br>Checkers at grocery store<br>Actor<br>Milkman<br>Secretary<br>Teacher | |
| 2. Cut out pictures from magazines of people doing different types of work. Make a bulletin board of these pictures and discuss it in relation to work values. | |
| 3. From magazines and old books, cut out pictures that show people who look like they enjoy or dislike work. The children could then supply appropriate captions under the pictures. | 3. *Time, Ebony,* and other magazines. |
| 4. Videotape the children playing and doing school work together. Show them the tape and talk about their reasons for some of their actions. | |
| 5. List some work values on the board. Talk about them with the children. Put the values on the cards in a box. Have a child draw one. Read it and name someone it fits. Have that person agree or disagree. | |
| 6. List the classroom tasks on the board. Have a child volunteer to do one, and have him choose someone, most like himself, with whom to work. | |

*SAMPLE LESSON*

"Values Through Puppets"

Materials—Puppets (family), puppet stage

Procedure
1. Teacher develops a short play with the theme revolving around "values." Children are expected to observe situation and discuss it afterwards. Example: Three child puppets playing a game and one child is always bossing the others around. Dramatic display of conflict in group.
2. Teacher presents the children with this small episode.
3. Afterward children are encouraged to react to the situation with their ideas and opinions about what happened.

| SUGGESTED LEARNING ACTIVITIES | RESOURCES |
|---|---|
| | 4. Teacher asks for class volunteers to develop their own "Values" situation and gives them five minutes to rehearse.<br>5. Children proceed and follow up with teacher-led discussion. |

## DAYTON CITY SCHOOLS

Those sections from Dayton which have been reprinted are (1) a unit for educable mentally retarded and (2) units on improving the self-concepts which include "Personality Check Lists." The description of activities for the learning center should also prove valuable in goal setting.

## IX. JOBS WHICH SERVE OR HELP OTHERS

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| **Public Service** | | | | **School File** |
| 1. Many people perform services for the public. | To show children that every job is worthy of respect and necessary for a community's functioning. | 1. Discuss: What people help everyone in the community. How?<br>What would happen if the . . . . did not work. | Social Studies<br>Language Arts | Large picture illustrations: dentist, librarian, road workers, store owner, teacher, conservation worker, service station attendant, police, hospital employees, street cleaner |
| | | 2. Begin job tree (branch) on people who serve. Discuss occupations as films or pictures are presented. | Social Studies | |
| | | 3. Invite a speaker from one of the public service areas studied. | Language Arts | Tapes: Conservation |
| | | | Social Studies | Filmstrip: Gas Station Attendant |
| **Home Service** | | | | |
| 1. Jobs in homes are worthy of consideration and respect. In the future this area of service will grow rapidly and become more specialized. | To develop an awareness of the growing need for home service employees.<br>To encourage a respect for the tasks of home service employees. | 1. Brainstorming Session<br>Discuss: What are your mother's household duties?<br>What are your father's household duties?<br>What are your duties?<br>Does your family ever employ any household help? Do you know anyone who does? Why do they?<br>What part-time jobs might you get as a home service employee? | | Getting A Job |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
|  |  | 2. Make model of large house and yard on bulletin board. Each child can construct some home service employee to add to the picture. | Social Studies<br>Art |  |
|  |  | 3. Discuss: How should household workers be treated? What should they be called? | Language Arts<br>Social Studies |  |
|  |  | 4. Math: Compute salaries of household workers and part-time household jobs (painting, gardening, child care, shoveling snow). | Math |  |
| **Personal Service** |  |  |  |  |
| 1. Some people perform services to make people feel more comfortable or attractive. | To make students aware of the jobs available in personal service areas. | 1. Discuss: When your mother is going someplace special, what does she do? Father? What does he do? |  |  |
|  |  | 2. Discuss value of beauty shops, barber shops, men's hair stylists. |  |  |
|  |  | 3. Take an imaginary trip to a motel in London. Who makes you feel at home? Who helps You? |  | Getting A Job<br>List duties of various service jobs. |
|  |  | 4. Play "What's My Line." Include only service jobs — public, personal, home. | Language Arts<br>Social Studies | Filmstrips:<br>The Waitress<br>Nurses Aid<br>Tape:<br>Personal Service |

## GRADE EMR

## WORLD OF WORK

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | **X. ATTITUDES TOWARD WORK** (This unit will be worked out as indicated here but will also be incorporated in others.) | | | |
| 1. Each person is a unique and important individual with abilities and weaknesses that must be realized and accepted. | 1. To help students look at themselves as they really are and as they appear to others. | 1. Maturity — Section 1 "Who are you?" records, logbook and literature may be presented sequentially. | Social Studies | Getting A Job Maturity — booklet stories, records (IRMC) |
| | | 2. Personality rating sheet "Are you . . ." Discuss strengths, weaknesses, ways of improving. | Language Arts<br>Social Studies | Filmstrip: "How Do You Feel About Yourself" |
| | | 3. Filmstrips — integrate | | |
| | | 4. SRA Interest Inventory "What I Like To Do." Discuss | | "What do you like to do?" |
| | | 5. Make lists with students of their favorite sports, games and hobbies | Art | Occupational Roles Kit |
| | | 6. Favorite activities bulletin board made by students. | | S.R.A. Interest Inventory |
| 2. Certain abilities and interests may lead to certain occupations. | 1. To help students understand that their abilities and interests may lead them to a certain job. | 1. As a follow-up to listing abilities, list occupations pertinent to abilities and interest areas. | Social Studies | |
| | | 2. Children may choose interest area and illustrate occupation. | Art | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| 3. When Working in school or on the job a person must have good work habits. | 1. To list ways in which we "get along" in school. | | | Filmstrip: "Building Work Habits" |
| | 2. To develop a realization of the traits and attitudes essential to holding a job. | | | |
| 4. People work to support themselves and their families *and* because they find satisfaction in their work. | 1. To help students realize the importance of work and its relation to the support of themselves and their family. | | | |
| 5. Students can hold various part-time jobs to earn money. | 1. To develop an awareness of the number of jobs available to young people. | | Social Studies | "Getting A Job" (Pacemaker Books) |
| 6. Each person should develop realistic goals in their personal life. | 1. To help students think constructively about goals and values in their lives. | 1. Maturity book — last section. "Do You Know Where You're Going" | | Maturity material (IRMC) |
| | 2. To put students in a situation that will allow them to choose a realistic goal — job — and then apply for it. | 2. Make regular surveys of want ad colums in daily papers for several days. Have class discuss employment possibilities. Later individuals can select a job which they feel they are suited for and interested in. On the following day, conduct mock interviews. Ask students to dress appropriately for interview. | | Newspaper |

| CONCEPT | ADDITIONAL INFORMATION |
|---|---|
| | **X. ATTITUDES TOWARD WORK** |
| 3. When working in school or on the job, a person must have good work habits. | 1. Have each pupil keep a daily record (few days or a week) related to work habits. Include such items as starting work on time, completing all assignments, completing part of an assignment, and participating in daily classroom jobs. Discuss: Why is it important for each person to do his own work? Why is it important to work together in the room.<br>2. Invite counselor to speak on importance of developing good work habits in school and on the job.<br>3. Make a notebook divided into three sections: rights, benefits, responsibilities of being a worker. Work on each area together. Collect pictures that will illustrate these points.<br>4. Compile a chart on how to keep a job. (Working with boss and other workers, being on time, dressing properly.)<br>5. Present role-playing situations. Work out problems. Discuss. Replay situations after discussion. Give students definite situations, e.g., "A bricklayer on a job was standing idle. When asked by his boss why he was not working, he said his mortar was all gone. Just a few steps away was a board of mortar. What do you think happened? Let's act it out." Discuss. (Other alternatives may be presented.) Act out.<br>6. Filmstrips: "Building Work Habits" |
| 4. People work to support themselves and their families *and* because they find satisfaction in their work. | 1. Discuss: "Why does your father/mother work?"<br>2. Math: Compute salaries.<br>3. Math: Discuss and do examples of deductions from salaries.<br>4. Math: Discuss and do examples of how salaries are spent.<br>5. Discuss and write experience chart on the rewards of work other than pay. (Include contribution to others, feelings of pride, friends, interests.) |
| 5. Students can hold various part-time jobs to learn work habits and to earn money. | 1. Have pupils report to class on their after school jobs for which they are paid.<br>2. Using *Getting A Job* as a resource, list jobs (as a class) that would be be good part-time jobs for the students. Have students point out some of the habits and skills needed for the jobs. What might be some problems encountered? Discuss.<br>3. Have pupils make a booklet entitled "Part-Time Jobs For Which I Am Suited." Student should explain why he thinks he could qualify for a particular job.<br>4. Math: Compute earnings from part-time jobs.<br>5. Math: List ways earnings may be spent. |

## GRADE 4

## WORLD OF WORK

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| 1. Individuals in our working world have qualifications, interests, and weaknesses to bring to jobs. | To help children discover themselves through their interests, abilities, and weaknesses in relationship to jobs. | 1. Have each child develop a personality file. | Language Arts | Filmstrip SVE #A778 |
| | | 2. Have children fill 3 × 5 cards with favorite things (color, food, books, things to do in the spare time, what they most like to do). | | Mimeo Profile Sheet-Exploring Your Interests |
| | | 3. Measure and weigh everyone in the classroom. | Math | |
| | | 4. Bulletin Board. Each child draws a picture of himself. Title the bulletin board "There's No One Like Me." | | |
| | | 5. Have the children write themes on "Things I Like to Do." | | |
| | | 6. Have the children make a list of the school subjects and working chores that they like best. | | |
| | | 7. Let the students make lists of their favorite sports, games, and hobbies. | | |
| | | 8. Have the children keep a record of their leisure time activities for one week. | | |
| | | 9. Have the children organize and arrange a hobby bulletin board. (Use lists, clippings, or illustrations.) | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | 10. Allow the children to bring from home and display articles related to their hobbies. (Models, collections, etc.) | | |
| | | 11. Administer SRA Interest Inventory "What I Like to Do" and let each child discuss his results. | | |
| 2. The Family Works | To help children understand that jobs done in the home and school groups relate to actual jobs. Each one has a job to do. | 1. List three things to do to make your home happier. | | 1. You and Your Family |
| | | 2. List things each member of your family does at home. | | 2. Jam Handy Filmstrip |
| | | 3. Class discussion on above. | | 3. Text—"Going on Ten"-Scott Foresman |
| | | 4. Make a chart on keeping school things neat (desks, lockers). Classroom Family Room Helpers. | | 4. Building Work Habits-Filmstrip |
| | | 5. Develop a chart of things children do at home. Take it home and have mother check things off as they are done. | Language Arts | 5. Our Families |
| | | 6. Invite mothers and fathers to school to talk about jobs. | | |
| | | 7. List:<br>a. examples of jobs roles of mothers: cook, dietician, chambermaid, laundress, seamstress, nurse, physician, interior decorator, purchasing agent, handyman, policewoman, chauffeur, entertainer, accountant, | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | psychiatrist, judge, recreation leader, diplomat, interpreter, teacher lifeguard. | | |
| | | b. Examples of job roles of fathers: painter, handyman, appliance repairman, plumber, car washer, gardener, chauffeur, custodian. | | |
| | | See how many children can add to the list. Find out if children can describe circumstances under which some of the roles are played. | | |
| | | 8. Discuss work done in the home:<br>a. Personal tasks performed at home. | | |
| | | b. How the family divides chores and responsibilities. | | |
| | | c. How jobs are divided up in the home-mother, father, sister, brother. | | |
| | | d. How age is a factor in the kinds of work done at home. | | |
| | | e. Why neatness is important in doing a job. | | |
| | | f. Why it is important to complete all jobs. | | |
| | | 9. Assign:<br>a. Keep a record of work done at home. | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | b. Have a parent send a note about the work and quality of work done by a pupil at home. | | |
| | | c. Write a composition on various jobs done at home. | | |
| | | d. Illustrate the composition by drawing a picture of yourself doing a job at home. | | |
| | | e. Keep a record of leisure time activities for one week. | | |
| | | f. Discuss work done in school and community. | | |
| | | 10. Discuss work done in school and community:<br>a. Do you keep your eyes open to other people's needs? | | |
| | | b. If you are a "scout," how can you help in the community? | | |
| | | c. As a student, how can you help keep the school building and playground clean? | | |
| | | d. Are there any paid jobs you can do in the community? | | |
| | | e. What are your responsibilities to the person who hires you? Will you be paid by the hour, by the job, or by the day? | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | f. Should children expect to be paid for work done within the home? Is mother paid? Is father paid for chores around the house? | | |
| | | g. What is a good neighbor? | | |
| | | 11. Discuss—What kind of person am I?<br>a. Do I get along with others? | | |
| | | b. Am I dependable? | | |
| | | c. Am I fair? | | |
| | | d. Am I friendly and helpful? | | |
| | | e. Do I respect myself? | | |
| | | f. Am I accepted by my peers? | | |
| | | g. Am I accepted by adults? | | |
| | | h. Do I face up to problems, or do I run from them? | | |
| | | i. Do I have self-confidence? | | |
| | | j. Am I a helpful member of my family? | | |
| | | k. Am I willing to share the responsibility of working in my home? | | |
| | | l. Can I go ahead and do a job, or must I always be supervised? | | |
| | | m. When you look in a mirror what do you see? | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | n. Am I a pleasing person to be around? | | |
| | | o. Do I look clean? | | |
| | | p. Do I look like anyone else? | | |
| | | q. Am I a special person because there is no one in the entire world like me? | | |
| | | r. Why am I special? | | |
| | | 12. Follow-up worksheet: name, address, age, sisters, brothers, pets, hobbies. | | |
| | | 13. Develop a personality file. Give mimeographed profile sheet to fill in. | | |
| | | a. The thing I like best about myself is — | | |
| | | b. The thing I dislike most about myself is — | | |
| | | c. I can't understand why __________. | | |
| | | d. I wish that my parents __________. | | |
| | | e. I wish that my mother __________. | | |
| | | f. I wish that my father __________. | | |
| | | g. I wish that my brothers and/or sisters __________ | | |
| | | h. I wish that I ____. | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | i. I would like someone to help me ____ | | |
| | | j. I feel proud when ____ | | |
| | | k. I feel bad when ____ | | |
| | | l. I hope I'll never ____ | | |
| 3. A Community is composed of workers. | It takes many jobs to make a community a good neighborhood. | 1. Interview some workers in the neighborhood. Record the interview on tape. | | *Filmstrips:*<br>Story of Cities |
| | | 2. Draw pictures of community helpers and label them. | | Signs in a City |
| | | 3. Have the class make a list of all community helpers in the school neighborhood. | | Our Neighborhood |
| | | a. Put the list of community helpers in alphabetical order. | Language Arts | *Record*<br>Sound of My City |
| | | 4. Field trip—walk through the community. | | Bulletin Board |
| | | 5. Bring in a barber to cut someone's hair. | | Supplementary Reading |
| | | 6. Have the mailman describe his duties. | | Parents come in to talk. |
| | | 7. List people who come into the community to perform services. | | |
| | | 8. Take a field trip to the post office. | | |
| | | 9. Draw a diagram showing that different communities may have different helpers. | | |
| | | 10. List ten people who wear uniforms. | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| 4. Children will become workers in a community. | To help children through their self-insight and self-understanding relate their interests, abilities, and personality traits to occupations. | 1. Discuss our basic needs:<br>a. Everyone needs food to eat, clothes to wear, and a place to live.<br>b. Everyone needs the companionship of friends.<br>c. Everyone needs to be accepted and liked by other people. | Language Arts | 1. Filmstrip "Who Are You?" SVE A778-1<br>2. "What Do You Like to Do?" SRA A778-2<br>3. Filmstrip "Consideration for Others"<br>4. "Respect for Property" #56 |
| a. Vocations you may be interested in may be related to the things you do well in at school. | See Teacher's Section | d. Everyone wants and needs opportunities to do things.<br>e. Everyone needs to have successful experiences.<br>f. Everyone needs values to live by.<br>g. Everyone needs some rules to follow.<br>h. Everyone needs to feel secure about the future.<br>2. Discuss: Contributions of family members to the development of behavior patterns and character traits, e.g., father, mother, brothers, sisters, and grandparents living in the home.<br>3. Discuss: Values and attitude.<br>a. Family values and attitudes.<br>b. Family income and education. | | 5. "Recognition of Responsibilities" #57<br>6. "Acceptance of Differences" #57<br>7. Film 170- "Habits Pattern"<br>8. Film 170- "Ways to Good Habits" |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | c. Sources from which beliefs are acquired. | | |
| | | d. How beliefs influence hahavior. | | |
| | | e. Is observing people's behavior the road to understanding oneself and others? | | |
| | | f. Behavior can change. Has a year made much difference in the way you think and do things? Can you think of many changes in yourself this year? | | |
| | | g. Are understanding behavior and controlling it the same thing? Do you have to understand your actions in order to control them? Explain or give an example. | | |
| | | h. Are there some areas in which you feel that you are ready for freedom, but are not being granted freedom? | | |
| | | i. Do you feel that you are ready to take an active part in sharing opinions with your family? Have you been able to make them see that you are old enough to think for yourself about some things? What gains have you this year? | | |
| | | j. What are some of the things your parents now permit you to do which they did not permit you to do in the past? | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
|  |  | k. Which do you think is the most important: self-control by the individual or control by society? |  |  |
|  |  | 4. Each child lists what he considers his good personality traits and those he considers weaknesses. Discuss. |  |  |
|  |  | 5. Each child makes a list of the ways he thinks he can improve his personality. |  |  |
|  |  | 6. Each child lists two undesirable habits that he intends to rid himself of. How? |  |  |
|  |  | 7. Children ask an employer about the specific traits that he thinks are the most essential to an employee's success in his occupation, and traits that interfere with or hinder progress. |  |  |
|  |  | 8. Divide the class into groups and let each group discuss a particular personality trait. |  |  |
|  |  | 9. Each child brings in a picture of one prominent person and appraises that person's personality. |  |  |
|  |  | 10. Discuss: |  |  |
|  |  | a. What mental activities do you like? |  |  |
|  |  | b. What artistic activities do you like? |  |  |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | c. What outdoor activities do you like to participate in? | | |
| | | d. What social activities do you like to participate in? | | |
| | | e. Do you enjoy manual activities? | | |
| | | f. Do interests change? Have your interests changed? Illustrate. | | |
| | | g. Is a wide range of interests desirable? Why? Why not? | | |
| | | h. Does interest in an activity mean that you could do well in that activity? | | |
| | | i. Could interests give you some ideas for occupations you might consider? | | |
| | | j. Name some activities that you do not like. | | |
| | | k. How can a person broaden his interest areas? | | |
| | | 11. Children ask themselves these questions: | | |
| | | a. What kind of person are you? | | |
| | | b. Do you respect yourself? | | |
| | | c. Do you get along with others? | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | d. What do you think are the most important responsibilities of friendship? Which of these do you find hardest to live up to? | | |
| | | e. Do you have to respect people in order to feel friendly toward them? | | |
| | | f. Do you think you understand your friends? How does this help you in getting along with them? | | |
| | | g. Have you ever lost a close friend? Why? Could you have done anything to save the friendship? | | |
| | | h. When you feel unhappy or angry about something, do these feelings affect your attitude toward your friends? Your school work? Your behavior at home? Illustrate each answer. | | |
| | | i. Do you sometimes wish you could get along better in the clubs and and organizations to which you belong? | | |
| | | j. Are you dependable? | | |
| | | k. Are you fair? | | |
| | | l. Do you feel accepted by others? | | |
| | | m. Do you face up to problems, or withdraw from them? | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | n. Do you have self-confidence? | | |
| 5. The number of jobs is unlimited All jobs are important. | To help children understand the wide variety of jobs available, that all jobs are important, and to find ways of learning about jobs. | 1. Discuss: a. What are your parents views about jobs? | Language Arts | 1. What Is A Job?<br>2. "What Are Job Families?" SVE |
| | | 2. Money as a medium of exchange. Make paper money in the classroom. Set up a hiring situation. | Math | 3. "Bakery Beat" Film-301-14<br>4. "Future to Bank On" Film-332-7 |
| | | 3. Discuss major groups of money-earning jobs. | | |
| | | a. Make a chart to show groups of workers in the community and the breakdown of the number of men and women in each job. | | 5. "The Mail" Film-383-1<br>6. "The Truck Driver" Film-388-1 |
| | | b. Discuss each group of workers trying to tie in occupations of the children's parents. | | 7. "Weather Station" Film-551-12 |
| | | c. Which work group has the most men? Why? The most women? Why? | | 8. "Airport Activities" Film-629-12 |
| | | 4. Discuss occupations requiring manual labor. | | |
| | | a. How much training is involved? Discuss skilled and unskilled workers. | | |
| | | b. What is an apprenticeship? | | |
| | | What jobs do you think require apprenticeship. | | |
| | | (Try to bring cut the importance of all jobs regardless of the amount of training.) | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | c. What is a laborer? How much pay? | | |
| | | 5. Discuss white collar (professional) occupations. | | |
| | | a. What does "white collar" mean? How big is this group? | | |
| | | b. What do they do? Training? | | |
| | | c. Name "white collar" occupations. Discuss the different jobs and their relationship to the city and community. | | |
| | | 6. Discuss farm occupations: | | |
| | | a. Why is this group important? | | |
| | | b. How big is this group? Is it getting larger or smaller? | | |
| | | c. Compare a farm in 1930 to a farm today. What changes did you find. What new jobs were formed? Training? | | |
| | | 7. Discuss service occupation? | | |
| | | a. What is a service occupation? | | |
| | | b. Are men and women involved? Do they have to get along with others? | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | c. How important are they to the community? | | |
| | | d. Name some in your location. | | |
| | | 8. Discuss the armed forces. | | |
| | | a. Name the services. | | |
| | | b. Discuss the different jobs. How much training is needed in the jobs? | | |
| | | c. Advantages and disadvantages of being in the service. | | |
| | | 9. Discuss homemakers. | | |
| | | a. Is this an occupation? Are both men and women involved? | | |
| | | b. Can you be a homemaker and still hold down a job in the business world? | | |
| | | c. Why should girls plan a career? | | |
| | | 10. Compare jobs. | | |
| | | a. Are some jobs more important than others? | | |
| | | b. Is the amount of training important? | | |
| | | c. Which group appeals to you? Why? | | |
| | | d. How much do you know about the occupations in the group that appeals to you? | | |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | 11. Have the class read books about their favorite occupations and present reports to the class. | | |
| | | 12. Present checklist to class. Ask children to match their favorite occupations to job groups. | | |
| | | 13. Make visits to businesses in the community and have the children find out what the employees do. Take notes and discuss in class. | | Social Studies Texts<br>Encyclopedias<br>Library Reference Books |
| | | 14. Make job trees. | | Films and Filmstrips |
| | | 15. Let the children listen to recordings about jobs. | | Guest Speakers<br>Resource People |
| | | 16. Discuss the development of work habits. | | Field Trips |
| | | a. What work habits do you have? | | Personal Experiences |
| | | b. Do you think these are good habits? | | Interviews within the community |
| | | c. Should you change your habits? | | |
| | | d. Which of your friends' habits do you admire the most? Why? | | |
| | | e. Why does your friend have good habits? | | |
| | | 17. On a weekend have a "Discovery Hunt." Children look for needs in their neighborhood which they can help meet. | | |

| Concept | Objectives | Activity | Subject Area | Resources |
|---|---|---|---|---|
| | | 18. On Monday have each child give an oral or written report on the work he did as a result of the "Dicovery Hunt." | | |
| | | 19. Debate: Resolved, "Children should be expected to work." | | |
| | | 20. Discuss: "Why are all jobs important?"<br>a. Dependence of workers on each other should be brought out in class discussion or panel. | | |
| | | 21. Have each pupil prepare a list of every worker he depends on in a week's time.<br>a. List workers responsible for the furniture used in the classroom.<br>b. List workers responsible for the newspaper.<br>c. Make a chart showing each group. Show the number of workers and the breakdown of men and women. | | |
| | | 22. Plan a vocational orientation program for parents. | | |
| | | 23. Have the children read and discuss cards on modern workers. Example: A florist tells job description and schooling needed to become a florist. Shows a picture of a florist. Cards also tell if a job is available for a man or woman or both. | Language Arts | Large Flash Cards of Modern Workers |

| Concept | Objectives | Activity | Subject Area | Resource |
|---|---|---|---|---|
| | | 24. Develop a picture file of workers.<br>a. Use free materials, government pamphlets, and catalogs.<br>b. Use telephone directories. | Language Arts | "Forest Ranger" Film-634-6<br>"The Truck Farmer" Film-635-5<br>"Building A Jet Plane" Film-658-6<br>"Life of a Lumberman" Film-674-1<br>"Let's Build A House" Film-675-1<br>"Making Shoes" Film-675-1<br>"Raisins" Film-634-9 |
| 6. People become famous because of their work. | To learn about famous people in our history and their work (black and white). | 1. Study about George Washington Carver and the peanut. | Social Studies | Reference Books from the Library |
| | | 2. Make peanut butter in class. | | |
| | | 3. Study about Benjamin Banneker and the clock. | Language Arts | Reference Books |
| | | 4. Make a clock. | | Films |
| | | 5. Take a clock apart to see the parts that make it work. | | Black Resource Books |
| | | 6. Have children suggest other famous people and study their choices. | | |

## Grades 5 and 6

This program for the fifth and sixth grades is developed to stimulate a greater understanding of the following:

1. The wide variety of career opportunities that are available to him as a citizen in the American democratic society.
2. Those occupations to which he can relate his interests and talents most effectively.
3. The relationship between education and work.

Initiatory Lesson: Who Am I?

**Objective:** To develop an awareness of individual interests and talents.

### SUGGESTED PROCEDURES:

I. Interests and attitudes of each child toward work, leisure time, and occupations can be discovered by questionnaire. The questionnaire may serve as (1) a pre-test, with results tabulated for comparison with a similar questionnaire at the conclusion of the program; (2) a basis for discussion of the values represented in each item; and (3) an indication of those occupations in which the children have a current interest.

II. The teacher may want to initiate the world of work program in both fifth and sixth grades with a self-inventory questionnaire. Each item should be discussed until each child in the classroom has an understanding of the importance of these characteristics in his relationship with others. The teacher will want to guide the discussion to assure that children relate these characteristics to all areas of living: family, school, leisure or recreational pursuits, and occupations.

### ACTIVITIES:

I. **Resource Person**
A personnel director can discuss the way in which interests and talents or skills influence the selection of a person for a job. He might be asked to point out that people have many interests and that some of these interests can find outlets in work and others in recreational activities.

II. **Individual Folders**
The children could be encouraged to keep individual folders. These might be organized to include such things as news items, special interest reports (include both leisure time and work activities), pictures (photographs, magazines, and newspapers, child-created), charts and graphs, maps, and other items that concern people at work and at play.

## Grades 5 and 6

## WHICH IS YOUR PATTERN?

**Objective:** To think realistically about your strengths in school subjects as they relate to jobs.

Let's look at each of these topics separately and see if the pattern that is right for you is beginning to shape up in your mind.

1. If you've thought about law as a profession and then realized that you'd rather work alone than with people, should you give up the idea of swaying the jury? Possibly, but that doesn't mean you should abandon the idea of the law. You might be very successful as the partner who does all the research on a case, working alone in the archives of a law library or preparing the brief for another lawyer to deliver in public.

2. If you're good at math and science, you might be happy as:

   Architect (landscape, draftsman, school, factory, house)

   Engineer (electrical, chemical, automotive, civil, industrial, mechanical, mining, radio and TV, textile, ceramic, air-conditioning, aeronautical)

   Financial Specialist (accountant, real estate appraiser, bookkeeper, tax consultant, market analyst, investment counselor, banker, actuary, purchasing agent)

   Mechanic (electrician, plumber, appliance repair, garage)

   Medic (doctor, dentist, nurse, lab technician, dental technician, chiropractor, osteopath, chiropodist, psychiatrist, optometrist, pharmacist)

   Merchandise specialist (buyer, merchandise manager, store manager)

   Transportation expert (industrial traffic manager, airline pilot, railroad or bus manager)

   Scientist (chemist, biologist, botanist, bacteriologist, physicist, horticulturist, geologist, zoologist, agronomist, forester)

3. If you're better at English and social studies, language or fine arts, think about these:

   Home economics (home demonstration agent, dietician, food production, textiles)

   Hotel Manager

   Insurance Agent

   Journalism (newspaper, magazine, industrial editor, free-lance writer, copywriter, publishing house)

   Law (civil, criminal, corporation)

   Library work

   Merchandising (salesman, personnel department, fashion, advertising, display, home decoration advisor)

Mortician

Personnel work (handling employee relations)

Public relations (interpreting your company to the public)

Public service (telephone, restaurant, laundry, filling station)

Radio or TV announcer

Real estate broker

Recreation (Y director, scouting, community center, hotel, industry)

Religious work (pastor, counselor, Christian education, church publication)

Secretarial work

Social work (charity, welfare organizations, family service, settlement house)

Teaching

Travel agent

Art work (design, photography, display, interior decoration, painting)

*Besides, there are many jobs which don't fit into the math-science versus English-social studies-arts classification. But generally speaking, you either have the type of mind which works well with impersonal figures and data or are the sort of person who prefers working with people. While many have trained themselves to work both with people and with figures, one of the two is usually preferred. If you begin with this understanding, you have eliminated again many of the careers for which you are not temperamentally suited.*

*There are many jobs and many job categories. One basic choice may start a student in the right direction, namely, do you like to work with people or do you prefer working with things.*

# GRADES 5 AND 6

## SELF

**OBJECTIVE:** To develop an awareness of self.

I. Teachers should explain the term "autobiography" and have class discuss its value as a guide in setting goals for the future.

A. Have students write their autobiography and include the following points:

Family, including customs and traditions
Home
Early childhood
Health, including illnesses
School progress, including favorite subjects
Interests, activities, and hobbies
Occupational interests to date and work responsibilities both inside and outside the home.
Make family tree: what jobs did your grandfather have? mother? father? grandmother?
Discuss what job choice demands — knowledge, background and training
Personality, attitudes and values
Personal accomplishments and unusual experiences
Anything that the child might want to add

B. Some children may want to read their autobiographies to the class.

Class discussion of differences of family patterns, interests, and so forth. Individual conferences with students concerning autobiography (teachers, counselors, parents).

C. Discuss with class: "We are all different." Use Widening Worlds Role Kit and Student Workbooks SRA

II. Discuss the terms "personality," "attitudes." and "values."

A. Personality is a picture of ourselves.

B. Personality makes us different from one another.

C. Discuss how attitudes and values differ and why.

D. Discuss how personality, attitudes, and values could affect relations with others.

III. Creativity

A. Discuss term "creativity" and explain where and under what circumstances this is an important and sought after quality.

B. Importance in America's growth — new inventions, new ways of doing things, serving humanity, survival.

C. Have students give examples of creativity.

D. Have students find evidence of creative ability in other people.

E. Have student demonstrations of creative projects.

F. Write an original short story about people and their work.

IV. Ideas

A. We go to school to learn about ideas. Man differs from animals because man has ideas — he wonders, ask questions, looks for answers.

B. Man can store ideas and pass them along in writing to future generations.

C. We speak ideas (conversation, TV and radio, movies, telephone). We write ideas — books, letters, maps, signs helps us share ideas. Also visual ideas in pictures, gestures, symbols.

D. Children can understand this through painting, poetry, stories, plays, music and dance.

E. Some people do not like to change ideas. Sometimes it takes a long time for new ideas about people and things to be accepted.

F. New ideas are born every day.

G. Ideas help other ideas grow. Give examples.

Resource Materials: 1. Our Working Neighbors at Work — SRA
2. Self Focus on Self Development — guide

H. When people are "free" (not under strict rule) and share ideas, they create more opportunities to improve the world around them. Give examples.

I. Help children understand the value of reading, writing, and counting. These skills are necessary to preserve and share ideas.

V. How do you feel about yourself? (Use filmstrip "Who Are You?" SVE A778-1)

A. Class discussion:

Do you respect yourself?
Do you get along with others?
Are you dependable?
Are you fair?
Do you feel accepted by others?
Are you friendly and helpful?
Do you face up to problems or withdraw from them?
Do you have self-confidence?
In what ways might personal characteristics affect a person's career?

B. How do the above questions relate to people on a job?

C. How do the above questions relate to students in school?

## VI. Family and Its Work

Concept: Children's jobs and parents' jobs in the home affect all members of the family.

A. Show filmstrip "Your Family & You" as a basis for discussion on the theme What Do Families Do? Class can have discussions, answer questions, and make lists.

B. Form panel discussions:

Should the members of the family seek each other's advice?
Should they respect each other's interest?
Should they respect each other's viewpoints?
Consider others' feelings?
Be unselfish with their possessions?
Should family members have fun together?
What really matters to a family?
What is the role of each family member in making family life more pleasant?

C. Tabulate a pay scale for mother's jobs such as cleaning, cooking, nursing, and chauffeuring. $2.00 an hour per hours in day worked.

D. What skills are needed to run a household? (Repairs, budgeting, sewing). Have students make lists, pictures. Question: Where do we learn these skills?

E. Discuss family income(s).
What is main source of family income?
Report of all wage earners in the family.
What jobs are done outside the home to make extra money?
Should some of this money go to the support of the family?
Should we save some of the money? Why?
Make a budget. Discuss allowances. Keep records of money spent or saved. Is value received?
Did the family benefit?

F. Discuss ways different jobs affect the way in which people live. (Family Adjustment)

The day worker
Night worker in family
Traveling workers in family
A job that makes a lot of money for family
A job that makes little money for family
Parents' jobs that deal with people
Parents' jobs that deal with things
Parents' jobs that deal with ideas

G. Discuss ways people are paid by the hour, salary, commission, in government, in private industry.

H. Have parents talk to the class about their jobs, duties, hours, and how these affect the family.

I. Have students interview workers who work at night; make job tree of night workers.

J. Have students write papers on "My Three Wishes for My Family" or "Why We Should Work Together" or "My Mother or Father Works as a -------."

# GRADES 5 AND 6

## DISTRIBUTIVE OCCUPATIONS

**OBJECTIVE:** To recognize the importance of distributive occupations to all people living in our community.

I. Procedure

Define "distributive occupations." List distributive occupations on the chalkboard. These include:

Marketing
Advertising
Salesmanship
Sales Promotion
Packaging
Transportation
Purchasing

Ask children to formulate hypotheses about the importance and inter-relationships of these occupations. Help children discover examples in the classroom as a base for tracing inter-relationships. For example, "paper" might be chosen. Ask questions to lead children through process from manufacturer to consumer. Develop concept of "marketing."

II. Suggested Activities

1. Use of resource persons. A sales or marketing director can give the children some idea of the many kinds of occupations in marketing.

2. Role-playing. Use any of the distributive occupations.

3. Constructing and Distributing. Select an item to be "manufactured" in the classroom. Examples: pencil holders, folders for reports, etc. Set up committees for each of the distributive categories or a selected few of the greatest interest to the children. Have pupils research the following:

   a. Survey of demand for product.

   b. Methods of production. There could be several sub-committees in production including design, purchasing, and construction.

   c. Costs.

   d. Packaging.

   e. Marketing. Use sub-committees for advertising, sales promotion, sales training, packaging, and distribution.

## OCCUPATIONAL APPLICATION BLANK

FOR THE POSITION OF ______________________________

______________________________
Name (Please print) Address Phone

______________________________
Section Birthdate Home Room Teacher

| CHECK THE PROPER LINE | YES | SOME-TIMES | NEVER NEVER |
|---|---|---|---|
| 1. Are you usually on time? | ____ | ____ | ____ |
| 2. Are you getting good marks in school? | ____ | ____ | ____ |
| 3. Can you control your temper? | ____ | ____ | ____ |
| 4. Do you have good manners? | ____ | ____ | ____ |
| 5. Are you courteous? | ____ | ____ | ____ |
| 6. Can you "get along" with other people? | ____ | ____ | ____ |
| 7. Are you neat in appearance? | ____ | ____ | ____ |

8. Have you ever had measles? ____ YES ____ NO

9. Have you ever had chickenpox? ____ YES ____ NO

LIST JOBS YOU ARE RESPONSIBLE FOR AROUND THE HOUSE.

1. ______________
2. ______________
3. ______________
4. ______________

OTHER EMPLOYMENT

1. ______________
2. ______________

NAME SOME OF YOUR HOBBIES 1. ____________ 2. ____________ 3. ____________

WRITE A PARAGRAPH OR SO ON **"WHY YOU WANT THIS JOB"**

______________________________
Sign Your Name

## PERSONALITY CHECK LIST

All of the characteristics below are important in a job situation. Place a check mark in the appropriate column.

ARE YOU. . .

| | DO WELL | NEED IMPROVING |
|---|---|---|
| 1. Honest with yourself and others? | ______ | ______ |
| 2. Kind and understanding? | ______ | ______ |
| 3. Cheerful? | ______ | ______ |
| 4. Willing to cooperate at home, school, and in play? | ______ | ______ |
| 5. Dependable—can you see jobs through? | ______ | ______ |
| 6. Modest in achievement? | ______ | ______ |
| 7. Clean and Neat? | ______ | ______ |
| 8. Not too demanding of others? | ______ | ______ |
| 9. Courteous and well mannered? | ______ | ______ |
| 10. Thoughtful of others? | ______ | ______ |
| 11. Ready to use your initiative by making suggestions and volunteering? | ______ | ______ |
| 12. Agreeable about taking orders? | ______ | ______ |
| 13. Careful and accurate about details? | ______ | ______ |
| 14. Loyal to people you like or people you owrk for? | ______ | ______ |

## MANSFIELD

This series of selected mini-units based on objectives from the State of Ohio *Career Motivation Guide* has been developed by the Mansfield City Schools for career motivation (K-6), including EMR classes. Interesting pre-and post-program inventories are included.

# KINDERGARTEN

## VARIETIES OF WORK

**OBJECTIVE:** To develop an awareness of the interdependence of jobs.

**BEHAVIORAL OBJECTIVE:** Given a series of pictures, the child will be able to name workers involved in getting food to market.

**ACTIVITIES:**

Discussion of breakfast foods and those which children like best leads up to the day's activities. After questioning where cereal comes from, begin the filmstrip "Let's Play Store." This short filmstrip shows cereal from grain to delivery to the neighborhood store. Afterwards, the filmstrip can be taken back to the segments of interest which can be discussed in relation to the need for many workers to produce a box of cereal and who these workers are.

A brief list of the steps and workers needed may be made in the form of an experience chart with each child picking from it the scene they would like to draw. These could then be used on a bulletin board.

Cereal may be eaten during snack time, and the grain displayed.

As a follow-up, the children may set up a grocery store. A field trip to a supermarket or a farm or a factory would fit in well. Similar discussions could be made about other foods and workers.

**MATERIALS:**

Filmstrip — "Let's Play Store," by the Cereal Institute, 1971, filmstrip projector, record player; record for "Let's Play Store" manila paper; crayons, cereal.

## KINDERGARTEN LESSON PLAN

Doing My Part — Weekly Room Helpers

Awareness, Appreciation, Motivation:

To develop an awareness of individual differences in work.

Related Behavioral Objectives:

1. Given three classroom work tasks the child will be able to list two of the characteristics
2. Given pictures of people dressed in different working clothes, the children will be able to tell in what kind of setting each person works.

3. Given a selection the child will be able to pick one kind of work he is best able to do.

**ACTIVITIES:**

1. Discuss questions:
   - a. Why we need to do this work.
   - b. What are some of the things you have to know or do before you can do this work?
   - c. Discuss work likes and dislikes of the children.
2. Things to do:
   - a. Draw pictures of children in various work situations.
   - b. Use record "Helping is a Good Thing" SVE
   - c. Show film "Who Are You?"
3. Read
   - a. Story — "Looking for Something" (the story about a Burro of Ecuador).

**RESOURCES:**

Magazines, newspapers, catalogs, and books.

## Kindergarten

## WHY PEOPLE WORK

| | |
|---|---|
| **Developmental Objective:** | To develop an awareness that work is a way of life. |
| **Behavioral Objective:** | Given the completion of the school day, the child will be able to identify how school is his work. |

**Activities:**

1. Our helper chart helps us work toward these objectives.
   Each child considers it a privilege to be a helper for the week.
   Discussion are held often after tasks are completed to determine if the jobs have been done satisfactorily or if they can be improved.

2. For several days the class made experiences charts listing the work of the day in the proper sequence and what had been learned. Pupils discussed why they go to school.

3. Use room helpers to develop awareness that work is a way of life. Each child is given a specific task for one day. Discussion by the class on how important it is for each child to perform his specific task for a given day.

4. Discuss—Why do we need to put toys and materials away at the end of "work-play" time.

**Learning Materials:**

Filmstrips and records
Pictures
Books
Stories
Record "Let's Help Mommy"

"Adventures of Lollipop Dragon"
Working Together
Avoiding Litter
Taking Turns

## GRADE 1

**Developmental Objective:** To develop an awareness of work performed by family members and others in the home.

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**Behavioral Objective:**

1. Given a list of ten tasks related to farm families and five related to city families, the child could tell which were city and which were farm tasks.
2. Given a list of ten tasks, the child could identify five performed in the home.

**Activity:**

1. The teacher and children discuss jobs performed by members of the family in the home. Compare a farm family and a city family. In this comparison the jobs of the two families could be listed on an experience chart.
2. The children write stories about members of their family and the jobs they do around the house. One task could be illustrated. Stories and drawings are put into a booklet. The teacher should remember that families do not necessarily consist of father, mother, child. Sometimes there are grandparents, aunts, and uncles.
3. Mobiles can be made from clothes hangers. Cover the hangers with construction paper and have the children draw their house on the front and back. From this, hang circles depicting the members of the family performing household tasks.

## GRADE 1

## WORKERS WHO HELP PROTECT PEOPLE

**Developmental Objectives:** To become aware of some of the workers who help protect people.
To become aware of the community's need for protection of society.
To appreciate the work performed by workers who help protect people.

**Behavioral Objective:** The development of positive attitudes about policemen.

**Activities:**

1. As an introduction, have the children discuss what they think policemen do.
2. Read about policemen—the different kinds of policemen, what they do in their jobs, and why their jobs are important to all of us.
3. Discuss what would happen if we had no policemen.
4. Resource Visitor—Invite a policeman to discuss what he does in his work.
5. Make a follow-up bulletin board display entitled "How Policemen Help Up in Their Work."

**Learning Materials:**

Books: *What Do They Do*—Greene
*Policeman Small*—Lenski
*Have You Seen My Brother?*—Guilfoile
*About Policemen*—Dillon
*Read About Policemen*—Slobodkin
*I Want to Be a Policeman*—Green
*Peter's Policeman*—Latten

Community Helper Activities
Poster—F. A. Owen Pub. Co.

## GRADE 1

Self-awareness, Self-acceptance, Self-affirmation

**DEVELOPMENTAL OBJECTIVE:** To develop awareness of one's own interest development.

**BEHAVIORAL OBJECTIVES:** Given a discussion of interest activities, the child will be able to identify several current expressed interests.

Given the reactions of others, the child will be able to relate in a positive way to recognition of his interests by others.

Given interests of others, the child will develop new interests of his own.

**ACTIVITIES:**

1. Discuss things we like to do and things we dislike doing.
2. Make individual "Happiness is" booklets.
3. Share booklets.
4. Have children bring in any products resulting from interests such as doll clothes, car models, and paintings.

**MATERIALS:**

paper, crayons, children's interest materials.

### SELF-AWARENESS

**DEVELOPMENTAL OBJECTIVE:** Affirm one's aptitude through performance that is satisfying to self and others.

**RELATED BEHAVIORAL OBJECTIVE:** Given in-school social situations, the child will be able to detect his socially acceptable manners.

**MATERIALS:**

Chart Paper, tagboard, mimeographed buttons stating that the child is a member of the "Manners Club," string or yarn.

**PROCEDURES:**

1. Form a circle and discuss "What are manners?" Have the children give positive comments about those in the class who have Socially acceptable manners.
2. Explain to the children that there will be a "Manners Club" and to become a member, one must use courtesy and socially acceptable manners.

3. At the end of each day, discuss those who used good manners that day. Each child who is mentioned writes his name on the club members' chart. He also gets a piece of tagboard and the mimeographed button. He can paste the button to the tagboard, put it on a string and wear it.

4. After a couple of days, discuss why some children become members and the importance of courtesy in life. Guide the discussion to show how those who didn't get to join can improve their behavior.

**NOTE:** The "club" works best if carried on for approximately a week. Great care must be taken to avoid singling out individuals in group discussion for their negative qualities. If this does occur, point out individual differences and how some people are better at some things than others. Then point out the good qualities of the "singled-out" individuals.

## Grade 2

## VARIETIES OF WORK

**Developmental Objective:** To develop an awareness of the interdependence of jobs.

**Behavioral Objective:** Given the information about the different jobs which must be performed in producing a loaf of bread, the child can relate the way one task depends upon the performance of others.

**Activities:**

I. In class discussion, the children may talk about the farmer who plants the wheat seed and harvests the wheat. The machinery used in planting and harvesting should also be discussed. Learning experiences include examination of wheat seed by smelling, feeling, and some tasting.

Wheat seed can be planted and its growth observed.

II. Discuss the next person involved in making a loaf of bread—the miller who grinds the seed into flour.

Wheat seed may be ground in the classroom between two stones.

III. Flour should be the third discussion subject. Flour goes to the baker. His product can be bought in the bakery or grocery.

IV. Make folders to keep experience charts.

**Learning Materials:**

I. Wheat seed, wheat stalks.

II. Filmstrip "The Story of Bread."
Stones for grinding seed.

III. Field trip to bakery.
Baking bread in the classroom.

Books: Buehr, Walter. *Bread the Staff of Life*. New York: William Morrow and Company, 1959.
Green, Carla. *I Want to Be a Baker*. Children's Press.

## Grade 2

**Developmental Objective:** To develop an awareness that work is man's way of creating, preserving, changing, and rebuilding the environment in which he lives.

**Behavioral Objective:** Given tasks performed as occupations, the child will be able to cite examples of how these occupations help people.

**Activities:**

The children should identify a task and pantomime it. Others guess what the task is and tell how this occupation helps people.

Children may draw pictures showing the kind of work they would like to to do when they grow up.

**Learning Materials:**

Wall posters, class discussions, reading materials. Paper, crayons, story paper.

## GRADE 4

## ECONOMICS

**Developmental Objectives:** To develop an appreciation for the several types of community organizations available to consumers:

protection agencies
regulations agencies
information sources
financial and counseling assistance

a. unemployment compensation
b. aid to dependent children
c. subsistence payments to families

---

**Behavioral Objectives:** Given a list of protective agencies, the child should be able to identify whether it is public or private and to recognize the need for both.

Given a situation, the child will role-play or illustrate the aid available for a particular catastrophy.

Given a task, the child should be able to recognize the need for these agencies and how he can contribute.

**Activities:**

**The class could discuss the different types of protection agencies.**

police
sheriff department
fire department
rescue squad

ambulance
National Guard
private protection agencies
Better Business Bureau

Make a list of catastrophies reported in newspapers. Discuss the kind of aid available when these occur.

Discuss the types and roles of agencies which aid the less fortunate. Discuss the source of money for these agencies. Some of the agencies are: UNICEF, Junior Red Cross, Christmas baskets, civic funds, Salvation Army, Volunteers, clothes store, Free Lunch Program. Discuss the types and roles of agencies which aid all people, such as the parks, libraries, and museums.

**Resource Speakers:**

Persons from one of the protection agencies.

Persons from the community service agencies.

People who have jobs connected with the parks, libraries, or museums.

**Field Trips:**

A visit to one of the protection agencies.

A visit to one of the Community Services agencies.

A trip to a park, library or museum.

## GRADE 5

## WORKERS IN THE COMMUNITY

**Objective:** To develop an awareness of work and its contributions to the community.

**Procedure:**

1. Monday. Take a trip to the Court House or City Building. See as many different jobs as possible. Ask people what training they needed and what knowledge and strengths one would need for these jobs.

   Jobs to see — secretaries, political jobs (appointed and elected) janitors, policemen, firemen.

2. Tuesday. In class discuss how these people help the community. What services do they perform? Which job appeals to you and why? Set up a mock government with campaigns and election of officials. People must decide if and why they want to run for office and what would be expected of them if they won. Other people would be appointed to jobs (why they are appointed — trustworthy, likable, etc.) Class could set up together jobs of officials in a classroom.

3. Wednesday. Do group work in connection with science. Have children elect leader, secretary, janitor for each group. Each group should plan to clean up a section of the community. Show that each person must do his part to make the project succeed. Secretaries will give reports of groups. Jobs can be done over next two days and longer if desired. One group could do projects for Red Cross — scrapbooks, memo pads, etc.

4. Thursday. Continue jobs, discuss how this compares with planning that city government does each day. Talk about jobs at home and how a family has to work together to make sure a home is run smoothly.

5. Friday. Have the mayor or other city official talk about how his job helps the community and the need for working together.

If the study is longer than a week, show a filmstrip on city government or present a play showing city government.

## GRADE 5

## VARIETIES OF WORK

**DEVELOPMENTAL OBJECTIVES:** To develop an awareness of the concept of division of labor.

**BEHAVIORAL OBJECTIVES:** Given a work experience, the child will be able to demonstrate two completed tasks in which he illustrates the division of labor and identifies the divisions as they occur.

Given a simulated situation or some audiovisual aids, the child will be able to demonstrate the division of labor as it exists within the community or the nation.

**FIRST DAY**

A. *Simulation Game* — Divide class into three groups or companies. Each group is to produce as many small "nut cup" baskets during a 10 minute period as possible (using a given set of directions).

Winning group continues as before while the other groups set up an assembly line where individuals specialize. Each group is to determine its own division of labor.

B. Group Discussion

1. Did you select a leader for your company? How did you decide work assignments for your division of labor?
2. Which method worked better — everyone producing his own product or people making certain parts of the product?
3. How does specialization help people?
4. What problems do we have because of specialization in work?

**SECOND DAY**

A. Filmstrip/record "Breaking into Business" (Westinghouse)

B. Group Discussion

1. How do producers of goods and services compete?
2. Why do businessmen watch what other businessmen are doing?
3. How is advertising used to get people to buy a product or service?
4. Why does a businessman need to receive a profit? How can he determine what to charge for his product or service? How does he determine what to pay his workers?

C. Chart words (more able pupils may wish to include these as their spelling lesson)

1. producer, product
2. consumer
3. goods, services
4. market economy
5. specialization, assembly line
6. profit
7. competition
8. advertising

**THIRD DAY** A. Resource person visits the class explaining his business and the division of labor. Students act as interviewers and tape record the lesson to use for future reference.

**FOURTH DAY** A. Field trip to local factory or business.

B. Follow-up. Draw cartoon sequence pictures showing how each worker does his job.

**FIFTH DAY** A. Write essay on "Advantages and Disadvantages of Specialization."

B. Bulletin Board Exhibit. Collect news items, pictures showing division of labor.

**LEARNING MATERIALS:**

construction paper, scissors, glue, patterns for baskets

filmstrip/record, books

resource people

field trip

Lesson will provide follow-up and continue work in arithmetic such as determining profit.

Letters of invitation and thank you notes will be written by students.

## GRADE 5

## A COMPARISON OF CAREERS — TODAY'S AND COLONIAL

**DEVELOPMENTAL OBJECTIVE:** To develop an awareness that today's young people can choose careers freely, even to the point of specialization, in comparison to the colonial child who followed his family's vocation.

**BEHAVORIAL OBJECTIVES:**
Given a task, the child can identify changes in parent roles.
Given a task, the child can identify three technical changes.
Given a task, the child can discuss changes in women's roles.
Given a task, the child can discuss appreciations for America's growth from colonial days.

### ACTIVITIES:

Ask the students to write autobiographies in which students place themselves in one of the apprenticeship programs of colonial times. The teacher assigns specific occupations to the students so they may understand the feelings of a colonial child who had no choice in his career.

A comparison of colonial occupations with today's careers by a group study of one of the apprenticeship programs could be used. Then the students might individually choose a career using SRA Occupational Briefs.

Compare roles of today's parents to those of colonial times.

Research' the technological changes of America from 1650 to present. It might be essential to stress the importance of the availability of choice because of technical changes.

Divide the class into two groups. One group writes a newspaper from the colonial times point of view. Including in this advertisements and reporting activities pertaining to colonial work. The other group writes of present times including job advertisements and articles pertaining to today's types of work.

As a culminating activity the teacher assigns the students to write applications for jobs using newspaper want ads, employment office ads or jobs they have heard about.

### RESOURCE PEOPLE:

A person who does carding and spinning.

A tinsmith who makes cookie cutters.

Others who make candles, shingles, soap or shoes.

A person from an employment office who can talk to the students about job possibilities in the area.

### FIELD TRIPS:

A trip to the historical museums.

A trip to the newspaper office.

## LEARNING MATERIALS:

SRA Occupational Briefs

Filmstrip — Eyegate #42 "America at Work"

Filmstrip/records — "The Evolution of American Industry Enterprises and Welfare" (1650-1960's)

Filmstrips "What Else Do Mothers Do?"

"What Else Do Fathers Do?"

# SPECIAL EDUCATION — PRIMARY EMR

**DEVELOPMENTAL OBJECTIVE:** To enable child to become aware of himself and his relationship to the world of work.

**BEHAVIORAL OBJECTIVE:** Child learns to know who he is and how he relates to time and space when presented with:

a. child can *say*
   name (who)
   address (where)
   telephone number
   parents' name
   age including complete birth date
   sibling and other members of family community

b. child becomes aware of his place in time
   *clock* — hour, half-hour — times related to daily schedule.
   calendar — days of week, today, yesterday, tomorrow
   months of year — this month, last month, next month,
   holiday months, birthday month, schedule months, seasonal
   measurement — child's own height, weight, tallest, shortest,
   etc.

Child becomes aware of his responsibility in his world of work.

**ACTIVITIES:**

1. Oral communication: child learns to say his full name, address, telephone number, parents' names, age, including complete birth date, names of siblings and other members of family community.
   a. talk circle
   b. tape recorder
   c. puppetry
2. Using calendars, clocks, and related materials:
   a. scramble calendar — have child re-assemble
   b. body movements to indicate hour and half-hour on clock
3. Art projects —
   a. paper plate clocks
   b. "About Me" books, made by child. Include my hands, my feet, myself, my home, my school, my teacher, my classmates, my family, my pets, etc.
   c. child makes telephone using paper cups, straw, and paper cone.
4. Classroom jobs.
5. Field trips to develop awareness of child's dependence upon school employees and community workers.
6. Resource people.

## SPECIAL EDUCATION—INTERMEDIATE—EMR

**Developmental Objective:** To develop an appreciation that as a producer, the individual has rights and responsibilities.

**Behavioral Objective:** Given a task, the child will become a producer in the classroom.

**Activities:**

1. Discuss advantages and disadvantages of assembly-line production.
2. Set up class project such as making candy.
    a. Discuss important steps in the production.
        (1) measuring skills
        (2) safety and cleanliness
        (3) ingredients
        (4) clean-up responsibilities
    b. Discuss how to package and price the finished product. As an art activity have children design product container.
    c. Advertise product to rest of school.
        (1) study ads in local paper and magazines. How does advertising affect the sales of a product?
        (2) Develop own set of ads as language arts actvity.
    d. Sell product as class activity.
        (1) Discuss distribution and sales of a product.
        (2) Discuss profit and loss.
        (3) Stress math skills in counting money and making change.
3. Have group decide on use of profit from sales.
4. Visit assembly-line in a local factory.

Given coins, child will be able to tell its value in cents,

Given coins, child will make change through $1.00.

**Activities:**

1. Create a store using boxes, empty food containers, and toy cash register if possible. Children take turns in acting as cashier, customer, packer, stock boys.
2. Trip to a supermarket.

## SPECIAL EDUCATION

## EMR—INTERMEDIATE

**Developmental Objectives:** To develop an awareness of the interdependence of jobs.

**Behavioral Objectives:** Given a situation, child will be able to respond by writing a letter.

**Activities:**

1. Practice fundamentals of writing a letter. Discuss all important parts.
2. On a mural, trace all the steps involved from writing a letter to receiving one in the mail.
3. Visit post office to observe the operations and men at work processing mail.
   a. Supervisor
   b. Postal Clerk
   c. Truck Driver
   d. Letter carrier

**Materials:**

"I Want to Be" Series

Additional materials from Captional Films

Books:

Miner, Opal Irene. *True Book of Our Post Office and Its Helpers.* Childrens, 1955.

Schloat, G. Warren. *Adventures of a Letter.* 1949.

Slobodkin, Louis. *Read About the Postman,* Watts, 1966.

## Kindergarten, Grades 1 and 2

My name is ______________________________ Date: __________

My Teacher's name is ______________________________

1. I like to work by myself because ______________________________

2. I like to work with other children because ______________________________

3. On the way to school I like to ______________________________

4. The best thing about school is ______________________________

5. At school I wish we could ______________________________

6. The thing I like to do best is ______________________________

7. The thing I do best is ______________________________

8. My parents' jobs are important because ______________________________

9. Someday I would like to be ______________________________

## Grade Three and Four

My Name is ______________________________ Date: __________

My teacher's name is ______________________________

1. I like to work by myself because ______________________________
______________________________
______________________________

2. I like to work with other children because ______________________________
______________________________
______________________________

3. The game I like best is ______________________________
______________________________

4. After school, the thing I like most to do is ______________________________
______________________________
______________________________

5. The thing I do best is ______________________________
______________________________
______________________________

6. My best friends are people who ______________________________
______________________________
______________________________

7. The subject I like best is ______________________________

8. In school I wish we could ______________________________
______________________________
______________________________

9. Learning to read is important because ______________________________
______________________________
______________________________

10. My parents' jobs are important because ______

______

______

______

11. *All* Jobs are important because ______

______

______

______

12. Some jobs are done indoors, other jobs are done outdoors.
I would like to work *outdoors* because ______

______

______

I would like to work *indoors* because ______

______

______

13. Someday I would like to be ______

14. To do this kind of work I would have to learn a lot about ______

______

15. School is important because ______

______

______

## Grades 5 and 6

My name is ______________________________ Date: __________

My teacher's name is ______________________________

1. I like to work by myself because ______________________________
2. I like to work with others because ______________________________
3. The game I like best is ______________________________
4. The sport I like best is ______________________________
5. After school, the thing I like most to do is ______________________________
6. The thing I can do best is ______________________________
7. The school subject that is hardest for me is ______________________________
8. The school subject I like best is ______________________________
9. In school I wish we could ______________________________
10. My best friends are people who ______________________________
11. Learning to read is important because ______________________________

12. My parents' jobs are important because ______________________________

______________________________________________________________

13. *All* jobs are important because ______________________________

______________________________________________________________

14. I like to do work with my hands because ______________________________

______________________________________________________________

______________________________________________________________

15. Someday I would like to live and work in (town) ______________________________,

(state) ______________________ because ______________________

______________________________________________________________

16. Someday I would like to be ______________________________

17. To do this work I will have to learn a lot about ______________________________

______________________________________________________________

______________________________________________________________

## GRADES 5 AND 6

## VALUES OR CHARACTERISTICS OF CAREERS

(Sample—could be used with a great variety of careers.)

Please put a check mark next to the value or characteristic that, in your opinion, best identifies or describes each of the following jobs:

AUTO MECHANIC

______ 1. Being a leader.
______ 2. Making lots of money.
______ 3. Being original or creative.
______ 4. Being helpful to others.
______ 5. A job with prestige.
______ 6. None of these.

BANK TELLER

______ 1. Being a leader.
______ 2. Making lots of money.
______ 3. Being original or creative.
______ 4. Being helpful to others.
______ 5. A job with prestige.
______ 6. None of these.

BUSINESSMAN

______ 1. Being a leader.
______ 2. Making lots of money.
______ 3. Being original or creative.
______ 4. Being helpful to others.
______ 5. A job with prestige.
______ 6. None of these.

ELEMENTARY TEACHER

______ 1. Being a leader.
______ 2. Making lots of money.
______ 3. Being original or creative.
______ 4. Being helpful to others.
______ 5. A job with prestige.
______ 6. None of these.

FACTORY WORKER

______ 1. Being a leader.
______ 2. Making lots of money.
______ 3. Being original or creative.
______ 4. Being helpful to others.
______ 5. A job with prestige.
______ 6. None of these.

FARMER

______ 1. Being a leader
______ 2. Making lots of money.
______ 3. Being original or creative.

## ORRVILLE

With the beginning of any new program, selection of appropriate materials is a significant concern. A part of the Orrville School district career motivation teachers' manuals is "Supplementary Academic Materials." This is a good resource listing.

## JUNIOR FIRST GRADE

### Supplementary Academic Materials (including A. V. Materials)

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 3 sets<br>36 books | $2.25/book | "I Want to Be" Books by Carla Greene | Children's Press | 1224 W. Van Buren St.<br>Chicago, Ill. 60607 |
| 3 sets<br>13 | $1.85 ea. | Community Helpers Puzzles | J. R. Holcomb & Co. | 3000 Quigley Road<br>Cleveland, Ohio 44113 |
| 1 set<br>Filmstrip | $48.50 | Some Neighborhood Helpers | Eye-Gate House Inc. | 146-01 Archer<br>Jamaica, N.Y. 11435 |

Note: The state has many free films.

# GRADE 1

## Supplementary Academic Materials (including A. V. Materials)

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 3 | $7.95 | Filmstrip—The Policeman and His Work | M. H. Martin Co. | 1118 Lincoln Way East<br>Massillon, O. 44646 |
| 3 | $7.95 | Filmstrip—The Mailman and His Work | " | " |
| 3 | $7.95 | Filmstrip—The Fireman and His Work | " | " |
| 3 | $6.95 | Filmstrip—Life in Colonial America | Instructo<br>ABC School Supply | Atlanta, Ga. 30324 |
| 3 | $7.95 | Filmstrip—Transportation Workers and Transportation | Eye Gate House | Karl Vanis, Rep.<br>6577 Queens Park Avenue<br>Cleveland, O. 44124 |
| 3 | $7.95 | Filmstrip—The Library and the Librarian | " | " |
| 3 | $6.00 | Filmstrip—Farmers and City Men Help Each Other | M. H. Martin Co. | 1118 Lincoln Way East<br>Massillon, O. 44646 |
| 3 | $5.95 | Flannel Board Set—We Dress for the Weather | Instructo<br>ABC School Supply | Atlanta, Ga. 30324 |
| 3 | $2.50 | Flannel Board Set—Seasons #286 | " | " |
| 3 | $2.25 | Flannel Board Set—Seasons A 865 | David C. Cook<br>ABC School Supply | Atlanta, Ga. 30324 |
| 6 | free | Pamphlet—Where We Get Our Food | Nat'l. Dairy Council | Chicago, Ill. 60606 |
| 6 | free | Pamphlet—Uncle Jim's Dairy Farm | " | " |
| 6 | free | Pamphlet and chart—Every Day Eat the 1-2-3-4 Way | " | " |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 6 | free | Pamphlet—Your Health | Amer. Institute of Baking | 400 E. Ontario St.<br>Chicago, Ill. 60606 |
| 6 | free | Pamphlet—Home Care of the Mouth | Amer. Dental Association | Bureau of Dental Health Educ.<br>Chicago, Ill. 60606 |
| 3 | $1.00 | Classroom Thermometers | Milton Bradley<br>ABC School Supply | Atlanta, Ga. 30324 |
| 3 | $6.00 | Filmstrip—What Do Fathers Do | M. H. Martin Co. | 1118 Lincoln Way East<br>Massillon, O. 44646 |
| 3 | $7.95 | Teaching Tapes—My Father Works | " | " |
| 3 | $6.00 | Filmstrips—Men Who Come to Our House | " | " |
| 3 | $6.95 | Filmstrips—Eskimos of North America | Instructo<br>ABC School Supply | Atlanta, Ga. 30324 |
| 3 | | Film—Our Country's Flag | M. H. Martin<br>(Coronet Films) | 1118 Lincoln Way East<br>Massillon, O. 44646 |
| 3 | $6.50 | Filmstrips—Safe and Sound Along the Way | M. H. Martin | SVE<br>1345 Diversey Parkway<br>Chicago, Ill. 60614 |
| 3 | $6.00 | Filmstrips—A Family Shopping Trip | " | " |
| 3 | $6.00 | Filmstrips—Mr. Storekeeper | " | " |

## GRADES 3 and 4

### Supplementary Academic Materials (including A.V. Materials)

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 180 | free | Booklets—A Visit to the Children's Zoo | Lilly and Co. | Public Relations<br>Service Dept.<br>307 East McCarty St.<br>Indianapolis, 46206 |
| 3 | free | Pamphlet—Wildlife of Farm and Field | National Wildlife Federation | Educational Servicing,<br>1412 16th Street, N.W.,<br>Washington, D.C. 20036 |
| 1 | return postage | Films<br>Series—Living in Space (AD25), Space Suit (AD26), Astronaut Training (AD4), Food for Space Travelers | NASA Lewis Research Center | Office of Educational Services<br>21000 Brookpart Road,<br>Cleveland, Ohio 44135 |
| 1 | return postage | Film—Activities of the Astronaut #12 | " | " |
| 1 | return postage | Astronaut Training #36 | "<br>" | "<br>" |
| 3 | $8.00 | Picture-Story Study Prints—SP-155 The Astronaut Training & Equipment | Society forVisual Education, Inc. | 1345 Diversey Parkway,<br>Chicago, Ill. 60614 |
| 1 | return postage | Film—Our Mr. Sun | Manager of the nearest Bell System Office | |
| 3 | $6.50<br>Dentist 567-5 | Filmstrip—Let's Visit the Education, Inc. | Society for Visual<br>Chicago, Ill. 60614 | 1345 Diversey Parkway,<br>Chicago, Ill. 60614 |
| 3 | $7.95 | Wollensak Teaching Tape 5104—Let's Meet the Doctor | M. H. Martin Company | 1118 Lincolnway E.<br>Massillon, Ohio 44646 |
| 3 | $7.95 | Wollensak Teaching Tape 5105—Let's Meet the Nurse | " | " |
| 3 | free | Pamphlet—Your Friend the Doctor | American Medical Association | Educational Services,<br>605 Third Ave.,<br>N.Y., N.Y. 10016 |
| 3 | $8.00 | Picture-Story Study Prints SP124 Hospital Helpers | Society for Visual Education, Inc. | 1345 Diversey Parkway,<br>Chicago, Ill. 60614 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 3 | free | Booklet—Communicable Diseases | American Medical Association | Dept. of Health Ed.<br>535 N. Dearborn St.<br>Chicago, Ill. 60610 |
| 3 | free | Booklet—A Visit to the Dentist | American Dental Association | Bureau of Dental Health Ed., 211 E. Chicago Ave., Chicago, Ill. 60611 |
| 3 | free | Booklet—Dental Health Facts for Teachers S13 | " | " |
| 180 | free | Jr. Fire Marshal Magazine and Teacher's Guide | Jr. Fire Marshal Headquarters, The Hartford Insurance | Hartford Plaza<br>Hartford,<br>06115 |
| 180 | free | Children's Fire Safety Lessons Coloring Book | Kemper Insurance | Advertising Dept.<br>4750 N. Sheridan Rd.<br>Chicago, Ill. 60640 |
| 3 | free | Pamphlet—School Fires | National Safety Council | School & College Dept., 425 N. Michigan Avenue, Chicago, Ill. 60611 |
| 1 | $48.50 | 9 filmstrips—Workers for the Public Welfare | Eye Gate House, Inc. | 146-01 Archer Ave.<br>Jamaica, N.Y. 11435 |
| 3 | $8.00 | Picture-story study prints SP-120 Fire Department Helpers | Society for Visual Education, Inc. | 1345 Diversey Parkway, Chicago, Ill. 60614 |
| 3 | free | Sparky's Coloring Book | National Fire Protection Assoc. | Public Relations Dept., 60 Batterymarch St., Boston, Mass. 02110 |
| 3 | free | Sparky Comic Book | " | " |
| 3 | free | Pamphlet—Police and Fire Fighting | Field Enterprises Educational Corp. | Dept. of Educational Services, Merchandise Mart Plaza, Chicago, Ill. 60654 |
| 3 | $7.95 | Wollensak Teaching Tape 5103—The Fireman and His | M. H. Martin Company | 1118 Lincolnway E.<br>Massillon, Ohio 44646 |
| 3 | free | Educational Packet—The World Around You | The Garden Club of America | Conservation Committee, 598 Madison Ave., N.Y., N.Y. 10022 |
| 3 | $6.00 | Filmstrip 54B—Animals on the Farm | Eye Gate House, Inc. | 146-01 Archer Avenue<br>Jamaica, N.Y. 11435 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 3 | $6.00 | Filmstrip 54C—Machines on on the Farm | " | " |
| 3 | $8.00 | Picture-story Study Prints SP-106 Farm and Ranch Animals | Society for Visual Education, Inc. | 1345 Diversey Parkway, Chicago, Ill. 60614 |
| 3 | free | Coal Kit | National Coal Association | Education Division<br>1130 Seventeenth St. N.W., Washington, D.C. 20036 |
| 180 | free | Booklet—Coal in Today's World | " | " |
| 180 | free | Color folder—Map of Coal Areas in the U.S. | " | " |
| 1 | return postage | Film—Strawberries and Cream 2094 | Modern Talking Picture Service | 2238 Euclid Avenue<br>Cleveland, O. 44115 |
| 3 | $6.00 | Filmstrip—Housing in Big City 104B | Eye Gate House Inc. | 146-01 Archer Avenue<br>Jamaica, N.Y. 11435 |
| 3 | $6.00 | Filmstrip—Food in Big City 104C | " | " |
| 3 | $6.00 | Filmstrip—Food for Little Town 120E | " | " |
| 3 | $6.00 | Filmstrip—Houses in Little Town and Life on a Farm 120F | " | " |
| 3 | $6.00 | Filmstrip 104F—Police Protection in Big City | Society for Visual Education Inc. | 1345 Diversey Parkway, Chicago, Ill 60614 |
| 3 | $8.00 | Picture-story study prints SP-119—Police Department Helpers | " | " |
| 3 | $6.00 | Filmstrip 220-6—Transportation | "<br>" | "<br>" |
| 3 | $12.00 | Talking Picture-story Prints TSP-130R—Moving Goods for People in the City | Society for Visual Education, Inc. | 1345 Diversey Parkway, Chicago, Ill. 60614 |
| 3 | $12.00 | Talking Picture-story study prints—TSP-129R—How People Travel in the City | " | " |
| 3 | $ 8.50 | Slide and Guide Set—SG 21S Airport Workers | " | " |

| **Quantity** | Unit Cost | **Item** | **Company** | **Address** |
|---|---|---|---|---|
| 180 | free | Railroad Whistle Talk | Western Railroad Assoc. | Public Relations Office, Rm. 224 Union Station, 516 W. Jackson Blvd., Chicago, Ill. 60606 |
| 3 | free | Teacher's Kit for a Study of Railroad Transportation | Association of American Railroads | Information Services, American Railroads Building, Washington, D.C. 20036 |
| 3 | free | Automobile Bulletin Board Kit | Automobile Manufacturers Association, Inc. | Educational Services, 320 New Center Building, Detroit, Mich. 48202 |
| 3 | free | Truck Bulletin Board Kit | " | " |
| 3 | free | Los Angeles International Airport in Pictures | Los Angeles Dept. of Airports | Public Relations Div., #1 World Way, Los Angeles, Calif. 90009 |
| 1 | return | Film—The Truck Driver | American Trucking Association, Inc. | 1616 P. Street, N.W., Washington, D.C. 20036 |
| 3 | $15.00 | Study prints No. 200—Early American Transportation | Walt Disney Educational Materials Company | Dept. MC, 800 Sonora Ave., Glendale, Calif. 91201 |
| 3 | free | Wheel's for America's Progress | American Trucking Associations, Inc. | Education Section, 1616 P Street, N.W., Washington, D.C. 20036 |
| 3 | free | Kit of Merchant Fleet Pictures | Maritime Administration | Office of Public Information, Washington, D.C. 20235 |
| 3 | free | Aviation Illustrated Folder | Trans World Airlines, Inc. | Air World Education Dept., 605 Third Ave., N.Y., N.Y. 10016 |
| 3 | $6.50 | Filmstrip—The Bus Driver | Nate Quillen Visual Service Company | 4440 Nettleton Rd., R. 4, Medina, O. 44256 |
| 1 | $35.00 | Filmstrips Set No. 2—402060 Community Helpers Series | " | " |
| 3 | $7.95 | Teaching Tape 5100—The Policeman and His Work | M. H. Martin Co. | 1118 Lincoln Way E. Massillon, O. 44646 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 3 | probably free | Pamphlets on government sponsored recreational facilities | | Dept. of State Parks & Recreation, Columbus, Ohio |
| (Math) | | | | |
| 3 | $6.00 | Filmstrip—Weatherman at Work | Eye Gate House, Inc. | 146-01 Archer Avenue<br>Jamaica, N.Y. 11435 |
| 3 | $7.95 | Wollensak Teaching Tape 5655—Let's Learn About | M. H. Martin Co. | 1118 Lincolnway E.<br>Massillon, Ohio 44646 |
| 180 | free | How Our Bank Helps Our City | Manufacturers Hanover Trust Co. | Publications Section<br>27th Floor, 350 Park Ave., N.Y., N.Y. 10022 |
| (Reading) | | | | |
| 1 | return postage | Film—Your Voice and the Telephone | Association Films Incorporated | 324 Delaware Ave.<br>Oakmont, Pa. 15139 |
| 1 | return postage | 4 filmstrips on the Telephone | Bell System Telephone Office | Nearest Bell System Office Manager |
| 3 | free | Booklet—First Aid and Care of Small Animals | Animal Welfare Institute | P.O. Box 3492<br>Grand Central Station<br>New York, N.Y. 10017 |
| 3 | free | Booklets—Kittens and Cats K-3 | The American Humane Assoc. | Education Dept.<br>P.O. Box 1266,<br>Denver, Colorado 80201 |
| 3 | free | Pet Birds K-3 | " | " |
| 3 | free | Puppies K-3 | " | " |
| 3 | free | Small Animals K-3 | " | " |
| 3 | $8.00 | Picture-story study prints SP-122—Dairy Helpers | Society for Visual Education | 1345 Diversey Parkway,<br>Chicago, Ill. 60614 |
| 1 | return postage | Film S-294— Uncle Jim's Dairy Farm | Association Films, Inc. | 324 Delaware Ave.<br>Oakmont, Pa. 15139 |
| 1 | return postage | Film—Wonderful World of Milk | Florida Development Commission | Films Library,<br>Collins Building<br>Tallahassee, Florida 32304 |
| 180 | free | Chart—From Cow to Carton | Ex-Cell-O Corporation | P.O. Box 386, Detroit<br>Michigan 48232 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 1 | return postage | Film—Day in Old Milwaukee | Sterling Movies | Booking Dept.<br>43 W. 61st St.,<br>New York, N.Y. 10023 |
| 1 | return postage | Film—Circus Hall of Fame | Florida Development Commission | Films Library<br>Collins Building<br>Tallahassee, Florida 32304 |
| 3 | Free | Booklets—Multiple Use of the Forests | International Paper Company | Public Relations Dept.,<br>Southern Kraft Division,<br>P.O. Box 2328<br>Mobile, Ala. 36601 |
| 3 | free | Booklet—Tens Lessons in Forestry | Southern Pine Association | Box 52468, New Orleans,<br>Louisiana 70150 |
| 3 | free | Booklet—When You Are in the Woods | State University College of Forestry | Syracuse, N.Y. 13210 |
| 3 | free | Booklet—Trees of the Forest | U.S. Dept. of Agriculture | Forest Service<br>Washington, D.C.<br>20250 |
| 3 | free | Forest Information Packet | Weyerhaeuser Co. | Box A, Tacoma,<br>Washington 98401 |
| 3 | free | Booklet—of Pulp and Paper | American Forest Institute | 1835 K Street, N.W.<br>Washington, D.C. 20006 |
| 3 | free | Booklet—How Paper Comes from Trees | Southern Forest Institute | One Corporate Square,<br>N.E., Suite 280,<br>Atlanta, Georgia 30329 |
| 3 | free | Chart—What We Get From Forest Lands, FS-27 | U.S. Dept. of Agriculture | Forest Service<br>Washington, D.C. 20006 |
| 3 | free | Chart—What We Get From Trees M-5293 | " | " |
| 3 | free | Pamphlet—Automation in a Wisconsin Community | University of Wisconsin, Center for Study of Productivity Motivation | Graduate School of Business, 1155 Observatory Dr. Madison, Wis. 53706 |
| 3 | $7.00 | Filmstrip Set 778-SA-Family Members Work | Society for Visual Education | 1345 Diversey Parkway,<br>Chicago, Ill. 60614 |
| 1 | $69.00 | Sound Filmstrip Set JH 3720 FR-What Does Your Dad Do? | Scott Education | Customer Service Dept.,<br>Holyoke, Mass. 01040 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 3 | $7.95 | Teaching Tape 5660—My Father Works | M. H. Martin Company | 1118 Lincolnway E.<br>Massillon, O. 44646 |
| 3 | $8.00 | Picture-story study prints SP-126-School Friends and Helpers | Society for Visual Education | 1345 Diversey Parkway,<br>Chicago, Ill. 60614 |
| 3 | $7.00 | Filmstrip 207-3-School Friends and Activities | " | " |
| 3 | $7.95 | Teaching Tape 5106—Let's Meet the Teacher | M. H. Martin Co. | 1118 Lincoln Way E.<br>Massillon, O. 44646 |
| 3 | $8.00 | Picture-story study prints SP-121-Postal Helpers | Society for Visual Education | 1345 Diversey Parkway,<br>Chicago, Ill. 60614 |
| 3 | $7.95 | Teaching Tape 5102-The Mailman and His Work | M. H. Martin Co. | 1118 Lincoln Way E.<br>Massillon, O. 44646 |
| 1 | return postage | Film-River of Mail | | Request from local postmaster |

## GRADE 5

## SUPPLEMENTARY ACADEMIC MATERIALS (including A.V. Materials)

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| | | Films and Filmstrips: | | |
| 1 | | Then and Now | Encyclopedia Britannica Educ. Corp. | 425 N. Michigan Avenue<br>Chicago, Ill. 60611 |
| 1 | | Development of Transportation | " | " |
| 1 | $37.00 | Rise of Industrial America | Eye Gate House | 146-01 Archer Ave.<br>Jamaica, N.Y. 11435 |
| 1 | | Big City Workers | " | " |
| 1 | B/W $55<br>Color $100 | Truck Farm | Coronet Films | 65 E. South Water<br>Chicago, Ill. 60601 |
| 1 | $6.00 | Little Town in U.S.A. | Eye Gate House | 146-01 Archer Ave.<br>Jamaica, N.Y. 11435 |
| 1 | free | American Harvest | Jam Handy Film Dist. Dept. | 2821 E. Grand Blvd.<br>Detroit, Mich. 48211 |
| 1 | $120.00 | Eggs to Market | Film Associates of Calif. | 11559 Santa Monica Blvd.<br>Los Angeles, Calif. 90025 |
| 1 | | Wisconsin Dells Country | Wisconsin Dells Ch. of Comm. | Wisconsin Dells,<br>Wisconsin 53965 |
| 1 | | Cattleman | Encyclopedia Britannica, Films | 425 N. Michigan Avenue<br>Chicago, Ill. 60611 |
| 1 | B/W $65<br>Color $130 | Foods from Grains | Coronet Films | 65 E. S. Water St.<br>Chicago, Ill. 60601 |
| 1 | free loan | A Car is Born | Ford Motor Co. | Film Library<br>Dearborn, Mich. 48121 |
| 1 | free loan | American Road | " | " |
| 1 | | Newspaper Serves Its Community | Film Associates of Calif. | 11559 Santa Monica Blvd.<br>Los Angeles, Calif. 90025 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 1 | $48.50 | America At Work | Eye Gate House | 146-01 Archer Ave.<br>Jamaica, N.Y. 11435 |
| 1 | $32.85 | First Adventure in Space | Jam Handy | 2861 E. Grand Blvd.<br>Detroit, Mich. 48211 |
| 1 |  | Project Apollo and Beyond | Popular Science 1970 |  |
| 1 | pay return postage | The Truck Driver<br>16 mm, sound, 16 min. | Amer. Trucking Assoc., Inc. | 1616 P St. N.W.<br>Washington, D.C. 20036 |
| 1 | free | Lifeline on Wheels 2512<br>16 mm, sound, 28 min. | Modern Talking Picture Service | 122 W. Chippewa St.<br>Buffalo, N.Y. 14202 |
| 1 |  | ERS—Dollars and Senses set of filmstrips | Educational Reading Service | 320 Route 17<br>Makwak, N.J. 07430 |
| 1 |  | ERS—Father at Work set of filmstrips | " | " |
| 1 |  | ERS—Mothers Work Too set of filmstrips | " | " |
| 1 | $27.00 | 5 filmstrips 778-SA (also on grade 6 list)—<br>What is a Job?<br>Who Are You?<br>What Do You Like To Do?<br>What Are Job Families?<br>What Good is School? | Society for Visual Education | 1345 Diversey Parkway<br>Chicago, Ill. 60614 |
| 1 |  | SRA—Occupational Exploration Kit | Science Research Assoc., Inc. | 259 E. Erie St.<br>Chicago, Ill. 60611 |
| 1 | $37.50 | SVE Filmstrips: Me, Myself and I (Eye Gate) | Society for Visual Educ. | 1345 Diversey Parkway<br>Chicago, Ill. 60614 |
| 1 | free | To Build a Schoolhouse | Association Films | 324 Delaware Ave.<br>Oakmont, Pa. 15139 |
| 1 |  | ERS—Father At Work set of filmstrips | Educational Reading Service | 320 Route 17<br>Makwak, N.J. 07430 |
| 1 |  | SRA—Widening Occupational Roles Kit | Science Research Associates, Inc. | 259 E. Erie St.<br>Chicago, Ill. 60611 |
| 1 |  | Film: A Newspaper Serves Its Community | Film Associates of Calif. | 11559 Santa Monica Blvd.<br>Los Angeles, Calif. 90025 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 1 | pay return postage | Heat—The Science and Economics of It sound, 16mm, 26 min. | Johns-Manville Sales Corp. | 22 E. 40th St.<br>N.Y. 10016 |
| 1 | pay postage and insurance | Film—A Car is Born 16 mm, sound, 28 min. | Ford Motor Co. | Film Library<br>The Amer. Road<br>Dearborn, Mich. 48121 |
| 1 |  | Film—Development of Transportation in U.S. | Encyclopedia Britannica Films | 425 N. Michigan Avenue<br>Chicago, Ill. 60611 |
| 1 | $36.50 | Set of 6 filmstrips: Science—How a Plant Grows | McGraw Hill | Manchester Road<br>Manchester, Mo. 63011 |
| 1 |  | Film: 13 min. Archaeologist at Work | Film Associates of Calif. | 11559 Santa Monica Blvd.<br>Los Angeles, Calif. 90025 |
| 1 |  | Film—Oceanography—Science of the Sea | " | " |
| 1 | B/W $55<br>Color $100 | Film—The Truck Farm | Coronet Films | 65 E. South Water St.<br>Chicago, Ill. 60601 |
| 1 |  | Film—The Orange Grower | Encyclopedia Britannica Films, Inc. | 425 N. Michigan Avenue<br>Chicago, Ill. 60611 |
| 1 |  | Film—The Cattlemen | " | " |
| 1 | B/W $55<br>Color $100 | Film—Foods From Grain | Coronet Films | 65 E. South Water St.<br>Chicago, Ill. 60601 |
| 1 | free | Film—The Big Bounce | Local Bell Telephone Office |  |
| 1 | free | Film—Electronic Service Technicians—) 16mm, 12½ min. | Sterling Movies | Booking Dept.<br>43 W. 61st<br>N.Y. 10023 |
| 3 |  | Your Lesson Plan Sound filmstrips catalogue<br>A—122 Developing a Spelling Conscience<br>A-81 Fun With New Words<br>A-85 Right Word in the Right Place | M. H. Martin Company | 1118 Lincoln Way East<br>Massillon, Ohio 44646<br>832-7467 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| Printed Materials, Tapes and Transcriptions: | | | | |
| | | Slides of Colonial Era | Orrville AV Dept. | |
| | | Man and Space | Life Science Library | |
| | free | Mission Control | Nat'l. Aeron. & Space Adm. | NASA Lewis Research Center<br>Office of Educ. Services<br>Brookpark Road<br>Cleveland, O. 44135 |
| | | *Aviation from Ground Up* by Floherty, J. J. | J. B. Lippincott | E. Washington Square<br>Philadelphia, Pa. 19105 |
| | | Ohioology | Ohio Edison | |
| | | Free Materials | Amer. Petroleum Institute | 1271 Avenue of the Americans N.Y., N.Y. |
| 3 | | *Abe Lincoln's Birthday* by Hays, Wilma P. | Coward McCann, Inc. | 200 Madison Ave.<br>N. Y. 10016 |
| 3 | | *Politicians and What They Do* by Botter, David | Watts, Franklin | 575 Lexington Ave.<br>N. Y. 10022 |
| 3 | | *Modern American Career Women* by Clymer, Eleanor and Erlich, Lillian | Dodd, Mead, and Company | 79 Madison Ave.<br>N. Y. 10016 |
| 3 | | *High Timber: Story of American Forestry* by Coombs, Chas. | World Publ. Co. | 2231 W. 110th St.<br>Cleveland, O. 44102 |
| | $35.00 | *Footnotes to Decisions* | Educational Record Sales | 157 Chambers St.<br>N.Y. 10007 |
| 3 | | *Lives of Poor Boys Who Became Famous* by Balton, S. D. | Crowell Company | 210 Park Ave. S.<br>N.Y. 10003 |
| 3 | $3.00 | *Wonder Worker: Story of Electricity* by Buehr, Walter | | |
| | | free materils | Amer. Forest Products Industries, Inc. | 1816 N. Street N.W.<br>Washington, D.C. 20036 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 3 | | *Peace Corps in Action*<br>by Adams, Velma | Follett | 1000 W. Washington<br>Chicago, Ill. 60607 |
| | | SRA Occupational Briefs<br>SRA W.O.R. Kits | Science Research Associates, Inc. | 259 E. Erie St.<br>Chicago, Ill. 60611 |
| 3 | | *Unfinished Stories for Use Use in the Classroom* | Nat'l. Educ. Association | 1201 16th St. N. W.<br>Washington, D.C. 20036 |
| 3 | | Teacher Transparency Workbooks:<br>*Using Dictionary*<br>*Using English Language* | Educational Record Sales | 157 Chambers St.<br>N.Y., N.Y. 10007 |

## GRADE 6

### Supplementary Academic Materials (including A. V. Materials

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| | | Films and Filmstrips: | | |
| 1 | | SRA—Occupational Exploration Kit | Science Research Associates, Inc. | 259 E. Erie St.<br>Chicago, Ill. 60611 |
| 1 | | SRA—Widening Occupational Rolls Kit | " | " |
| 1 | $32.50 | 2 records, 4 teachers guides, 4 filmstrips—Developing Basic Values—SVE | Society for Visual Education | 1345 Diversey Parkway<br>Chicago, Ill. 60614 |
| 1 | $37.50 | 6 filmstrips with records<br>Eye Gate—Me, Myself, and I DF202 | " | " |
| 1 | $27.00 | 5 filmstrips:<br>What is a Job?<br>Who Are You?<br>What Do You Like To Do?<br>What Are Job Families?<br>What Good is School? | " | " |
| 1 | | Introduction to Oceanography | Encyclopedia Britannica | 425 N. Michigan Avenue<br>Chicago, Ill. 60611 |
| 1 | | Why Do People Work? | Visual Educ. Consultants | 2066 Helena St.<br>Madison, Wis. 53701 |
| 1 | $42.00 | The Wonderful World of Work (3 sound filmstrips) | Edu-Craft, Inc. | 6475 DuBois<br>Detroit, Mich. 48200 |
| 1 | | Bill Garman, Twelve-year-old Businessman | Firth Films | 1816 N. Highland Avenue<br>Hollywood, Calif. |
| 1 | | A Newspaper Serves Its Community | Film Associates of Calif. | 11559 Santa Monica Blvd.<br>Los Angeles, Calif. 90025 |
| 1 | $24.95 | India: Constructing a Building—89-1400/1 | M. H. Martin Company | 1118 Lincoln Way East<br>Massillon, O. 44848 |
| 1 | free rental | A Special Breed | Jam Handy | 2861 E. Grand Blvd.<br>Detroit, Mich. 48211 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 1 | free | Dr. Leakey and the Dawn of Man | Aetna Life and Casualty Film Library | 151 Farmington Avenue<br>Hartford, Conn. 06115 |
| 1 | free | Shell Mounds in the Tennessee Valley | Tennessee Valley Authority Film Services | Knoxville, Tennessee 37902 |
| 1 | free | Careers in Oceanography | Dept. of the Navy Assistant for Public Information | Fourth Naval District |
| 1 | $6.00 | A-122 Developing a Spelling Conscience | M. H. Martin Company | 1118 Lincoln Way East<br>Massillon, Ohio 44646<br>832-7467 |
| 1 | $6.00 | A-81 Fun with New Words | | |
| 1 | $6.00 | A-85 Right Word in the Right Place | | |
| 1 | $6.00 | | | |

Printed Materials, Tapes and Transcriptions:

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| 3 | $1.95 | *First Book of Archaeology* by Kubie, Nora B. | Franklin Watts | 575 Lexington Avenue<br>N.Y., N.Y. 10022 |
| 3 | | Spotlight on People (What Do Archaeologists Do?) | Educational Record Sales | 157 Chambers St.<br>N.Y., N.Y. 10007 |
| 1 | $54.00 | Dollars and Sense (6 filmstrips Records) | Educational Reading Service | 320 Route 17<br>Mahwah, N.J. 07430 |
| 3 | $1.95 | *Politicians and What They Do* by Botter, David | Franklin Watts | 575 Lexington Avenue<br>N.Y., N.Y. 10022 |
| 3 | $1.95 | *First Book of Congress* by Coy, Harold | ” | ” |
| 3 | $1.95 | *First Book of Supreme Court* by Coy, Harold | ” | ” |
| 1 | free | International Documents Service | | 440 W. 110th St.<br>N.Y., N.Y. 10025 |
| 1 | $35.00 | Footnotes to Decisions | Educational Record Sales | 157 Chamber St.<br>N.Y., N.Y. 10007 |
| 3 | | *Peace Corps in Action* by Adams, Velma | Follett | 1000 W. Washington Blvd.<br>Chicago, Ill. 60607 |
| | | SRA Occupational Brief | Science Research Associates, Inc. | 259 E. Erie St.<br>Chicago, Ill. 60611 |

| Quantity | Unit Cost | Item | Company | Address |
|---|---|---|---|---|
| | | SRA W.O.R.K. | Science Research Associates, Inc. | 259 E. Erie St.<br>Chicago, Ill. 60611 |
| 3 | | *Unfinished Stories for Use in the Classroom* | National Educ. Association | 1201 16th St. NW<br>Washington, D.C. 20036 |
| 3 | | Teacher Transparency Workbooks—<br>*Using Dictionary*<br>*Using English Language* | Educational Record Sales | 157 Chambers St.<br>N.Y., N.Y. 10007 |

## PARMA

In the selected sections of larger units published here, Parma teachers show developmental progression from one part of the unit to another and from one unit to another.

## GENERAL OBJECTIVES

I. To develop a positive self-concept in children.

  a) to grow in the understanding of self as a unique individual.
  b) to grow in the ability to understand his feelings and the feelings of others.
  c) to understand that each individual is qualified to perform in many different occupations.
  d) to help him recognize his interests, abilities, and weaknesses.

II. To develop an awareness and acceptance that work is a way of life.

  a) tasks
  b) play is work
  c) education
  d) in later life, people work at jobs or other meaningful activities.

III. To develop a positive attitude toward work and preparation for work.

IV. To develop an awareness of and respect for all types of work and workers.

V. To develop an awareness of interactions and interdependence in this world of work.

VI. To realize the rapid changes that take place in the World of Work.

  a) technological and social changes eliminate and create jobs.
  b) need for young people to have specialized education with flexibility to relearn.

VII. To understand that people work for various reasons

  a) money
  b) personal needs
  c) social needs
  d) enjoyment

VIII. To develop an awareness of the necessity of carrying a task through to completion, resulting in a sense of achievement.

## K-6 CAREER MOTIVATION PROGRAM

The K-6 Career Motivation Program is the first phase of the Career Development Continuum. The intended outcomes of Career Motivation Programs are the development of an awareness of work, and appreciation for work, and the motivation to engage in meaningful work in the elementary school child. The final outcome of the Career Development Continuum is the realization of human potential and the betterment of society.

Career motivation at the elementary school level, consisting of awareness, appreciation, and motivation for work, emphasizes work as the meaningful activity engaged in by the child at home and at school. For the elementary school child work refers to the tasks in school and at home for which he has assumed a responsibility. Later those tasks become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

Career Orientation and Career Exploration Programs build upon this foundation of motivation for work. They deal more specifically, however, with work in the form of occupations. Not until after elementary school will the child be exposed to and assisted in becoming oriented to jobs and occupations as a part of career programs. At that time he will need to draw upon a foundation of healthy respect for work and responsibility. This healthy respect for work in the elementary school child is significant to his development as a person as well as to his becoming a contributing member of society.

### The Child and Work

For the child, entrance into elementary school begins his contact with the broader world outside his home. School allows him to deal with his sense of personal industry and offers him his first real experiences with work. For the first time he becomes aware of, engages in, and competes in activities with others. At this time he has a developing sense of industriousness and he becomes aware of and motivated to take part in the world of work around him. As he progresses through elementary school and his world expands, his work expands and becomes more complex and he is ready to meet the challenge of sound career progress. Thus, work in the Career Motivation Program has a special meaning for the child in his development as a person.

The child learns that there are external criteria for evaluating his activities. Others will determine how well he has performed his task. He learns that some of his activity will be productive. He discovers the personal rewards that come from completing a task. He learns about the tools of home, school, and community. He discovers what they are, what they can do, and how to find and use them with increasing efficiency. Furthermore, he learns to share his tools and himself with others.

The child develops the skills necessary to accomplish the tasks for which he has assumed responsibility. He learns to discipline himself to the task at hand. Sometimes this means that he allows others to determine what he will do or what he will produce. He discovers that there is an external responsibility in work and an internal responsibility for work. He learns that to cooperate in a common task with others means he can accomplish increasingly more complex tasks with longer-range goals. The result of engaging in work for the elementary school child is a sense of accomplishment through effort and will. He begins to sense the power of his will and his efforts. He develops a healthy respect for the work he can do and thus for what he is.

The K-6 Career Motivation Program is based on the belief that most individuals work. Some people work regularly at jobs for which they are compensated. Others may work at responsible tasks for which they are not paid. In every case, however, work means accepting responsibilities to complete tasks.

## Kindergarten

## WORLD OF WORK

## THE CHILD—ME

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| The Child—<br>Who am I?<br>Body image | Given specific instructions to touch parts of his body, the child will be able to touch them with 100% accuracy | Learn song, "Head, Shoulders, Knees and Toes" | Music | Records:<br>Learning Basic Skills through Music<br>Vol. I & II |
| | | Learn song, "Put Your Hands Up in the Air" | | "Folk Carnival" |
| | | Play "Looby Loo" | Rhythms | |
| | | Learn "Wiggle Song" | | A.B.C. Kdg. Music Book |
| | | Follow activities in lessons—written in sequential order | Readiness | Sensory Motor Activities for the Pre-school Child |
| | | Learn finger plays | Language Arts | |
| | | Story "Who Are You?" | | "Who Are You" by Bradfield |
| | | Draw pictures of selves. Trace child life size on brown paper, paint and cut out | Art | |
| | | Make "Movable Melvin" using brads so that body will move. Move as teacher directs. | | |
| The Child—<br>Who am I?<br>The Five Senses | When shown a picture of a sense organ, the child will be able to tell the work that it does. | EYES—Attempt to write name on chalkboard with eyes closed, then with eyes open | Readiness | |
| | | Ask child to close eyes to tell what color something is | | |
| | | Matching exercises | | |
| | | Play "Blind Man's Bluff" | Game | |

| Concept | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | | EARS—Use telephone and listening posts to follow oral directions | Readiness | |
| | | Play with sound cylinders | Science | |
| | | Identify common sounds in school, outside, at home | | Sound effects records—Tape recordings made by teacher |
| | | Match musical tones | Music | |
| | | NOSE—Scratch and smell stories | Language Arts | Commercial books are available |
| | | List "smells" of the season | Science | |
| | | Play "Sniff and Tell" | Game | |
| | | MOUTH—Compare tastes such as sweet and sour | Science | |
| | | Taste food and then name it, i.e., apple, banana, potato | | |
| | | HANDS—Use "Mystery Boxes"<br>Touch and tell | Science | Scott Foresman kit |
| | | Make a texture board. | | |
| | | Discuss textures in simple words | Language Arts | |
| The Child—Who am I? Emotions | Given pictures of other children, the child will describe the feelings shown. | Show pictures of children. Discuss moods, emotions shown. | Language Arts | Picture set by D. C. Cook "Moods and Emotions"<br>Houghton-Mifflin's "Story Boards"<br>Filmstrips: Scholastic-Kindle, "Who am I?" |
| | Given a conflict situation in a discussion, the child will describe his feelings. | Open-ended stories<br>Hand puppets | Language Arts | "The Joy of Being You" |

| Concept | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | Given a word describing a feeling, the child is able to role-play this feeling. | Teach songs:<br>"If You're Happy"<br>"There's a Little Wheel"<br>"I Like to Sing" | Music | "Making Music Your Own—K." |
| | | Listen to instrumental music—illustrate feelings on paper | Art | "Stepping Into Music" TV Series |
| The Child—Who am I?<br>Values | Following discussions and role-playing situations, the child is able to state changes as one matures. | Role-Play adults such as parents and teachers. | Language Arts | |
| | | Children tell what they would like to change if they were adults. | | |
| | | Role-play what might happen if rules were not enforced by parents and teachers. | | |
| | | Discuss reasons for having rules and consequences of not having them. | | |
| | Given a class discussion, the child will be able to indicate verbally that his work values are perceived and evaluated by others. | Discuss the topics:<br>"I like people who. ."<br>"I don't like people who. ." | Language Arts | |
| | | Have children select pictures from magazines that show activities approved of by them and those they do not approve of. | Readiness | |
| | | Construct a bulletin board using the pictures on values and have children dictate captions. | | |
| The Child—At Home | All children will name their family members. | Discuss family members | Language Arts | |
| | | Compare families by number of members | Math | Sesame Street "There are Five" |
| | | Show pictures—have children name family members shown | Language Arts | Silver-Burdette picture sets—"Families in the U.S." |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
|  | All children will name how many older siblings and younger siblings they have. | Discuss siblings |  |  |
|  |  | Illustrate family members | Art |  |
|  |  | Use individual family member pictures to construct graph | Math |  |
|  | Given a discussion of a family, the child will tell his role as a member of his family. | Watch a movie and then discuss. | Language Arts | Film—"Our Family Works Together" |
| The Child—How I Work at Home | Given a task he has completed, or one he has seen performed at home, the child will be able to duplicate the task for the class. | Act out open-ended stories | Language Arts |  |
|  |  | Using puppets, guess what child is doing |  | Instructo—Puppet Playmates "Family Members" Set |
|  | Given the task of naming jobs that need to be done in the home, the class will name at least ten. | List jobs on chalkboard or chart paper |  |  |
|  |  | Role-play jobs |  |  |
|  | As the teacher reviews the above list, the child will name at least three tasks that he can help to perform at home. | Learn song "Helping Mother" | Music | *A.B.C. Kdg. Music Book* |
|  |  | Learn finger plays | Language Arts | Rhymes for Fingers and Flannelboards |
|  |  | Match table settings to family members | Math | Housekeeping toys |
|  | Given a list of tasks, the child will be able to select certain tasks for which he is responsible at home. | Illustrate—"How I Help" on paper | Art |  |
|  |  | Watch a movie | Language Arts | "Beginning of Responsibility" |
| The Child—How I Work at School | Given a discussion, the child will compare his job of going to school with that of his parents going to work. | Make mural of children at work in school | Art |  |
|  |  | Compare steps child takes to prepare to go to school with parents' preparation for work on a chart | Language Arts |  |
|  | Given a discussion, the child will tell how successful completion of a task affects other members of the class. | List activities on a chart that would improve the appearance of room carry them out | Language Arts |  |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | | Show film | | "Fairness for Beginners" |
| | | Helper chart | | |
| | | Make book of work activities (child drawn) | Art | |
| | | Add something new to classroom (e.g. pet) Discuss new tasks necessary to care for it | Science | |
| | | Discuss importance of punctuality, attendance, cooperation, self-confidence, self-respect, awareness of capacity after viewing filmstrips | Language Arts | "Lollipop Dragon" filmstrip series |
| | Given a list of possible interests, the child will tell which ones he has at present. | Discuss: "Something I really like to do" | Language Arts | |
| | | Child draws a picture of his favorite activity | Art | |
| | | Act out each drawing | Language Arts | |
| | Given the above list, each child will choose at least one new interest and be responsible for its related tasks. | Choose a new task in the room which interests each child and have him be responsible for that task for a time | | |
| | | Each child will choose an activity he feels he does not like and try to perform it | | |
| | All children will name at least five work activities that they perform in school. | Children tell daily events in sequence | Language Arts | |
| | | Teacher makes a chart from above list | | |
| | | Draw pictures of school work activities | Art | |
| | | Let children exchange activities | | |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | | Construct a bulletin board of labeled snapshots showing each child in a favorite activity. | Art | |
| | | Role-play several classroom tasks that have not been performed as yet by the children so that they may learn ways of doing new things | Language Arts | |
| | Given a class discussion, the child will be able to contribute one or two goals that he has achieved (e.g. learned to catch a ball, tie shoes) | Child teaches the class a new song or new game. | | |
| | | Participate in hobby show (shell collection, doll display) | | |
| | | Participate in talent show. | | |

# PARMA

# WORLD OF WORK

# CAREER MOTIVATION

# FOURTH GRADE

## DESCRIPTION OF PROGRAM ACTIVITIES

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**Regions of the United States are studied with in-depth analysis of one state typical of the region. The primary occupations of the states will be identified and—studied in accord with the six job groupings: white collar, farm, manual, service, homemaking, armed services.**

# CAREER MOTIVATION

## FOURTH GRADE GOALS

To help children improve their self-insight and self-understanding by having them explore and relate their interests, abilities, and personality traits to occupations.

To develop the concept that types of work are sometimes determined by the geographic factors of a region and that some types of work are common throughout all regions.

To develop an appreciation of the importance of working together to accomplish more than an individual could accomplish working alone.

To develop an appreciation that the work contribution of each region is affected by and contributes to the whole United States and the world.

To develop an awareness of social responsibility to do their best work and to complete their work at home and at school.

To develop an awareness that work is a way of fulfilling personal and environmental wants.

## GRADE 4

## CAREER MOTIVATION

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Looking at Yourself | To help children improve their self-insight and self-understanding by having them explore and relate their interests, abilities, and personality traits to occupations. | Discuss—our needs<br>a. Everyone needs food to eat, clothes to wear, and a place to live.<br>b. Everyone needs the companionship of friends.<br>c. Everyone needs to be accepted and liked by other people.<br>d. Everyone wants an opportunitie to do things.<br>e. Everyone needs to have successful experiences.<br>f. Everyone needs values to live for.<br>g. Everyone needs some rules to follow.<br>h. Everyone needs to feel secure about the future. | Language Arts | Filmstrip "Who Are You?" SVE #A778-1<br>"What Do You Like To Do?" SRA A778-2<br>Filmstrip: "Consideration for Others"<br>"Respect for Property" #56<br>"Recognition of Responsibility" #57<br>"Acceptance of Difference" #57<br>Film 170-8 "Habits Pattern"<br>Film 170-3 "Ways to Good Habits" |
| | | Discuss contributions of family members to the behavior patterns and character traits.<br>a. Father<br>b. Mother<br>c. Brothers<br>d. Sisters<br>e. Grandparents living in the home<br>f. Family values and attitudes<br>g. Family income and education | | |

| Concepts | Objective | Activity Area | Subject | Resource |
|---|---|---|---|---|
|  |  | Discuss<br>a. Sources from which beliefs are acquired.<br>b. How beliefs influence behavior.<br>c. Is observing people's behavior the road to understanding oneself and others?<br>d. Behavior can change. Has a year made much difference in the way you think and do things? Can you think of many changes in yourself this year?<br>e. Are there some areas in which you feel that you are ready for freedom, but are not being granted freedom?<br>f. Do you feel that you are ready to take an active part in sharing decision-making in your class? Have you been able to see that you are old enough to think for yourself about some things? What gains have you made this year?<br>g. What are some of the things your teacher now permits you to do which teachers did not permit you to do in the past?<br>h. Which do you think is the most important: self-control by the individual, or control by the teacher? |  |  |

| Concepts | Objective | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | | i. Have each child list what he considers good personality traits and those he considers as weaknesses. | | |
| | | j. Let each child make a list of the ways he thinks he can improve his personality. | | |
| | | k. Have each child list two undesirable habits that he intends to rid himself of. How? | | |
| | | l. The children might ask an employer about the specific traits that he thinks are the most essential for an employee to have to succeed in his occupation, and which are the traits that interfere with or hinder progress. | | |
| | | m. Everyone wants and needs opportunities. | | |
| | | n. Everyone needs to have successful experiences. | | |
| Exploring the World of Jobs | | Discuss manual occupations. | | |
| | | a. How much training is involved? Discuss skilled and unskilled craftsmen. | | |
| | | b. What is an apprenticeship? | | |
| | | c. What jobs do you think fall into this group? | | |
| | | d. Try to bring out the importance of all jobs regardless of the amount of training. | | |

| Concepts | Objective | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | | e. What is a laborer? How much pay? | | |
| | | Discuss white collar occupations. | | |
| | | a. What does "white collar" mean? How big is this group? | | |
| | | b. What do they do? Training? | | |
| | | c. Have the class read books about their favorite occupations and present reports to the class. | | |
| | | d. Present check list and ask class to check the paid job group to which each one belongs. | | |
| | | e. Try to work in visits to businesses in the community and have the children find out what the employees do. They could do the visiting on their own, take notes, and make a presentation to the class. | Social Studies | Social Studies Texts<br>Encyclopedias<br>Library Reference Books<br>Films and Filmstrips<br>Guest Speakers<br>Resource People<br>Field Trips<br>Personal Experiences<br>Interviews within the Community |
| | | f. Make a job tree. | | |
| | | g. Listen to recordings about jobs. | | |
| | | h. Introduce the children to the *Dictionary of Occupational Titles*. | | |
| | | i. Discuss the development of work habits:<br>1. What work habits do you have?<br>2. Do you think these are good habits? | | |

| Concepts | Objective | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Discovering Individuals in our working World | | | | Administer SRA Interest Inventory "What I Like to Do" and let each child discuss his results. |
| | | List three things to do to make your home happier. | | You and Your Family |
| | | List things each member of your family does at home. | | Jam Handy Filmstrip |
| | | Class discussion. | | Text—"Going on Ten" Scott Foresman |
| | | Keeping school things neat (desks, lockers, etc.). | | Building Work Habits |
| | | Classroom Family Room Helpers. Make a chart. | | Filmstrip |
| | | Develop a chart of things children do at home. Take it home and have mother check things off as they are done. | Language Arts | Our Families |

## LOOKING AT YOURSELF

To be able to name five ways the individual works in school and his community.

**Activities**

a. Do you keep your eyes open to other peoples needs?
b. If you are a "scout," how can you help in the community?
c. As a student, how can you keep the school building and playground clean?
d. Are there any paid jobs you can do in your community?

**Looking at Yourself**

a. What is a good neighbor?
b. Do I get along with others?
c. Am I dependable?
d. Am I fair?
e. Am I friendly and helpful?
f. Am I accepted by my peers?
g. Am I accepted by adults?
h. Do I face up to problems, or do I run from them?
i. Do I have self-confidence?
j. Am I willing to share the responsibility of working in my home?
k. Can I go ahead and do a job, or must I always be supervised?
l. Put a mirror up in a room. Look at yourself—what do you see?
m. Am I a pleasing person to be around?
n. Do I look clean?
o. Do I look like anyone else?
p. Am I a special person because there is no one in the entire world like me?
q. Why am I so special?

**Activities**

1. Follow-up worksheet—name, address, age, sisters, brothers, pets, hobbies.
2. Develop a personality file (each child fills out a mimeographed profile sheet.)
   a. The thing I like best about myself is ____________________.
   b. The thing I dislike most about myself is ____________________.
   c. I can't understand why ____________________.
   d. I wish that my mother ____________________.
   e. I wish that my father ____________________.
   f. I wish that my brothers and/or sisters ____________________.
   g. I wish that my parents ____________________.
   h. I wish that I ____________________.
   i. I would like someone to help me ____________________.
   j. I feel proud when ____________________.
   k. I feel bad when ____________________.
   l. I hope I'll never ____________________.

# RANDOM IDEAS

**Activities**

1. Start with art pictures of working people. Make collection. Have showing.—Job Families
2. Job Interviews—Job Families
3. "What's My Line" program—School
4. Make a montage of workers.—Community, Family, School (Review)
5. Trace on a map the route over which a product has come.
6. Make a chart of one product in various stages of production.
7. Assemble table of various tools, pass out small cards with job titles on them. Ask first child to read card, pick up appropriate tools.—Family and School (Review)
8. Make a name tag with a career or skill on it such as "farmer," "doctor," or "lineman." All day long, everyone talks to you as if you had that kind of job.—Family and School
9. Form several groups, each charged with the responsibility of setting up a business requiring several types of workers. For example: salesman, manager, cashier, custodian, delivery man, bookkeeper.
10. Set up an employment office. Dramatize various procedures.
11. Make up a list of names of jobs that fathers of the class hold. Which provide goods? Which gives services?—Family
12. Make grocery list. How many countries and/or states will be represented?—Community
13. Have the children bring one tool that his father or mother uses at work. Tell what it is.
14. Have a student help each school worker for half a day and report to class.
15. Use puppets in various ways.
16. Make a treasure chest. Fill it with items. Have each child reach in and tell who made the item (carpenter, baker, or factory worker) or who uses the item in his work and/or who benefited from the item or its use.
17. Have children bring in ads and tell how it relates to the world of work.
18. Have a concession at noon. Have children note how many workers this takes and how salaries are divided.
19. Develop bank of short movie "takes" where a small group goes on a field trip and reports to class.

20. Have a school-wide unit. Several advantages should be noted:

    a. Teachers confer and share with each other.
    b. Children work *at home* together with parents on unit. Family communication is enhanced.
    c. Parents prove to be consultants and contributors.
    d. Depth and continuity are developed rather than shallow surface learnings.
    e. Materials are used more efficiently.
    f. Public relations possibilities are unlimited.

21. Make a TV box. Have children be different people (newscaster, weatherman, actor, cameraman).

## CAREER MOTIVATION

I. To help the child to develop an awareness of himself as a worthwhile individual.

  A. Getting along with others
  B. Being dependable
  C. Being fair
  D. Being friendly and helpful
  E. Building confidence
  F. Acceptance of and by peers
  G. Acceptance of and by adults
  H. Assuming and sharing responsibilities
  I. Self-reliance

**Activities**

1. Write a story describing the kind of person you would like to have as your best friend. Later, re-read your story. Would someone want you for their best friend?

2. Develop individual books over a period of time of drawings with captions on different pages such as:

   a. Things I can do
   b. Things I cannot do now
   c. Things I play with
   d. I would like to be
   e. I would not like to be
   f. My family
   g. Things I like

(After the child has discussed these sentences and their answers, they are ready to move ahead and to decide how they should act at home.)

II. To create an awareness of the relationship of each occupation to:

  A. Home and Family
  B. Neighborhood
  C. Community
  D. City
  E. State
  F. Nation

III. To develop an understanding of the interrelationship and interdependency of workers and occupations.

  A. Food
  B. Clothing
  C. Shelter

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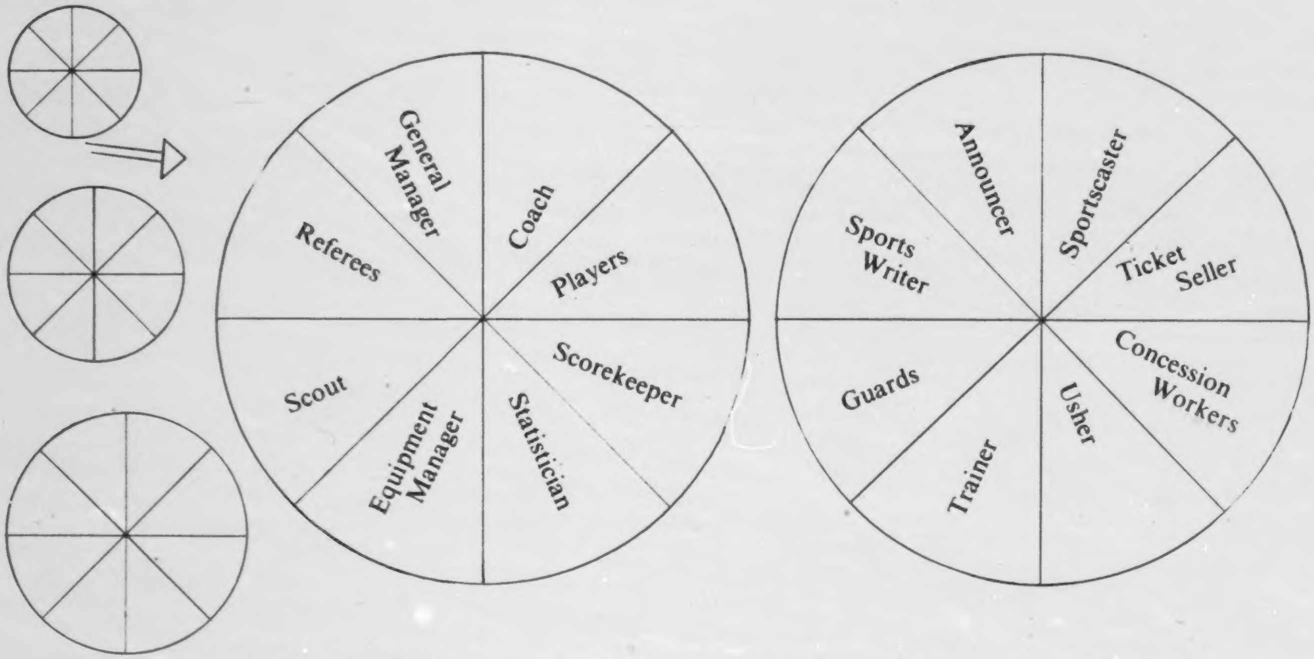
**Activities**

1. Have the children select a product and trace back to its organizaiton. Make a chart showing its progression.

Example:

| | | |
|---|---|---|
| | Bread | |
| | Consumer | |
| | Retailer | |
| | Trucker | |
| | Bakery | |
| | Raw Materials | |
| Wheat | Milk | Shortening |
| Wheat | Dairy | Corn |
| Farmer | Farmer | Farmer |

2. Children may play a game to reinforce knowledge they have learned about interdependency of occupations.



General Manager
Coach
Referees
Players
Scout
Scorekeeper
Equipment Manager
Statistician
Announcer
Sportscaster
Sports Writer
Ticket Seller
Guards
Concession Workers
Usher
Trainer

Each child will be given a turn spinning the wheel and arrow. He receives two points for every true statement showing how the two workers indicated by the arrow are interdependent.

IV. To instill an understanding that there is dignity in all worthwhile work.

A. Dignity
B. Reward
C. Satisfaction
D. Respect for work
E. Importance
F. Appreciation

**Activities**

1. In a selling project, pupils choose a product that they can make and sell. Each pupil should become involved, using his own special abilities. By involvement in producing and selling the product, the child should conclude that there is dignity and reward in honest work.

2. Have the pupil tell a story or draw a picture about a job that he does at home. Ask him how the job he does contributes to the welfare of his family. Have him express his feelings about the job he has done.

   Follow up with a class discussion about the various feelings expressed by the children.

   Conclude with the following poem:

   My character you cannot see. It's what I am inside of me.
   The way I act, my manners, too, Help people judge the things I do.
   I'll study as I should at school, and try to follow every rule.
   Then when I'm home I'll do each chore before I'm told, and help some more.
   I'll help my parents every day, And friends and neighbors in some way.
   I'll tell the truth and be polite, And try my best to do what's right.

3. Have the children role-play various kinds of workers who do and do not take pride in their work. Include professional, skilled, semi-skilled, and unskilled jobs showing the dignity in all work that is honest and meaningful to the worker. Do same with their school work.

V. To emphasize the importance of decision-making and the thinking process.

   A. Cause and effect
   B. Decisions have outcomes

**Activities**

1. Have a class discussion on "which type of worker would you like to become?" Use the following seven occupational groupings to build a background for development of decision-making skills:

   Five major groups of money-earning jobs.

   a. Make chart to show the number of workers and the breakdown of the number of men and women in each group.
   b. Discuss each group of workers trying to tie in parents' occupations as well as general acceptance in the city or community.
   c. Which group uses the most men? Why? The most women? Why? Can you think of more groups?

**Manual Occupations**

How much training involved? Discuss skilled and unskilled craftsmen. What is an apprenticeship? What jobs do you think fall into this group? Try to bring out the importance of all jobs regardless of the amount of training. What is a laborer? How much pay?

**White Collar Occupations**

What does "white collar" mean. How big is this group? What do they do? Training? Name occupations under this heading. Discuss the different jobs and their relationship to the city and community.

**Farm Occupations**

Name the food produced by this group. How big is this group? Is it getting larger or smaller? Compare a poineer's farm to a modern farm. What changes did you find? What new jobs were formed? Training?

**Service Occupations**

What is a service occupation? Men and women involved? Do they have to get along with other people? How important to the community? Name some in our location.

**Armed Forces**

Name the services. Discuss the different jobs. How much training is needed in the jobs? Advantages and disadvantages of being in the service?

**Homemakers**

Is this an occupation? Can you be a homemaker and still hold down a job in the business world? Why should girls plan a career?

VI. To help students understand the role of the school in preparing for a career.

A. People need to speak in their work
B. People need to listen in their work
C. People need to read in their work
D. People need to write in their work
E. People need to know about math in their work
F. People need to know about science in their work
G. People need to know about fine arts in their work

**Responsibility**

A. Attendance (promptness)
B. Grooming

**Activities**

1. Make a chart showing various workers and the skills they need to perform their jobs. Relate these skills to school activities.

   Example:

| Worker | Things He Needs to Know To Do His Job | What You Do in School to Help You Learn These |
|---|---|---|
| Stevedore | | Math<br>Math & Science<br>English<br>Language<br>Health |

## Grade 3

# CAREER MOTIVATION

## SELF-CONCEPT DEVELOPMENT

## Grade 3

## CAREER MOTIVATION

### Self-Concept Development

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| People of all age Groups Work.<br>Play is work: Education is work. | Children will be able to list five kinds of work unique to each of the three following age groups:<br>5-18<br>18-65<br>65-80 | Make a mural with three areas, one for each of the age groups, and draw pictures of people in each age group doing work.<br>Have children make lists of the work that they, their parents, their grandparents, and their great grandparents do in an average day.<br>Make a family tree of jobs. | Social Studies<br>Language Arts<br>Art | |
| When we work, we contribute to our world (family, school, community). | The children will be able to tell whom and how each job they do is helping (e.g. when they make their beds, they are helping Mother because it means less work for her).<br>The chldren will be able to tell how their parents' jobs help the family, school, community, and world. | Have the children keep a diary for a given period of time of all the jobs they do, telling whom they help, and how, for each job.<br>Have the children write a paragraph about "What If My Father (Mother) Did Not Do His Job". | Social Studies<br>Language Arts | |
| Work is the acceptance of responsibility.<br>Work, once begun, must be completed. | The children will be able to choose a job and write down 3 responsibilities that the worker has.<br>The children will be able to tell the consequences of not finishing one's job, and how failure to complete jobs hurts others. | Please stress throughout year on the fact that it is our responsibility to do work at home and at school, and to complete all work. This can be incorporated into classroom helpers.<br>Write a story about a famous character and the consequences of him not completing a task (e.g. what if Santa quit halfway through?). | Social Studies<br>Language Arts | |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| All people have strong and weak points.<br>Our jobs should reflect our strong points. | The children will be able to tell three areas in which they are talented and three in which they are not.<br>The children will be able to tell the classroom duties for which they are best suited.<br>As the children study various jobs throughout the program, they will be able to give reason as to why or why not these would be good jobs for them. | Have a chart on which the children list their names and their three strongest points.<br>Have children draw pictures of what they would like to be, basing their choice on abilities as well as interests. | Language Arts<br>Social Studies<br>Art | Unit C from SRA Kit "Focus on Self-Development—Responding" |

## Grade Three

# CAREER MOTIVATION

## PART III

## SCIENCE

The lesson plans included in this section are intended to help you incorporate career motivation into the following chapters in the science book.

Sound and Hearing (also Telephone Unit included here)

Life in the Desert

The Big Ocean

Electricity

Moon, Planets, Stars

Rocks and Minerals (See "Physical Features of Ohio" in social studies section)

## Grade 3

## CAREER MOTIVATION

### Science

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Sound and Hearing Science Unit<br>Some people have jobs which require a fine sense of hearing—<br>Musician<br>Piano Tuner<br>The audiologist and hearing therapist deal with hearing problem. | The children will be able to identify those jobs which require an extra fine sense of hearing.<br>The children will be able to write a short paragraph describing the work of the audiologist or the hearing therapist.<br>The children will be able to tell three ways a classroom for deaf children would be different from their own. | Study the way a piano tuner works.<br>Have children role-play teacher in a class of deaf children.<br>Discuss safety with ears. | Science<br>Language Arts<br>Safety | Visit from the school piano tuner.<br>Visit school speech and hearing therapist.<br>Visit from school nurse to demonstrate audiometer.<br>Unit J from SRA kit "Focus of Self-Development—Responding Communication" |
| Telephone Workers<br>The Telephone Company employs workers in many different capacities:<br>Telephone Linemen<br>Telephone Operators<br>Billing Clerks<br>Computer Programmers<br>Management Personnel<br>Telephone Installers<br>Engineers and other researchers<br>Public Relations Personnel<br>Factory Workers (Make Pieces and Parts) | The children will be able to list five jobs of people who work for the phone company.<br>Given a list of telephone jobs, the child will be able to tell which would require a college education and which would not. | Have children report on various jobs, telling duties and qualifications.<br>Role-play various telephone jobs, particularly the telephone operator.<br>Let children be their own billing clerk by keeping track of their phone calls.<br>Make a mural of telephone workers. | Science<br>Social Studies<br>Language Arts<br>Math<br>Art | See Ohio Bell Teacher's Guide, p. 38, for list of parts in phone<br>Call Ohio Bell for visit from an installer<br>"Telephone Services" filmstrip and record from *Wonderful World of Work* set by Denoyer-Geppert |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Working in the Desert<br>Animals adapt themselves for work in the desert by doing their work during the cooler times of the day and at night.<br>Some people work in the desert. | The children will be able to tell orally why the desert is a busy place at night.<br>The children will be able to tell one major product of the people in each major desert of the world (e.g. date palms in Sahara). | The children will research the various desert animals and how they are adapted to desert life.<br>Make pictures showing daytime in the desert as compared with nighttime.<br>The children will make a product map of the deserts. | Science<br>Social Studies<br>Language Arts | "Blowing Sands, Desert in America" filmstrip by Troll. |
| Working to reclaim the desert<br>Some people are employed to help reclaim the desert.<br>People now work at jobs in the desert which would have been impossible without reclamation. | The children will be able to make a list of the jobs necessary for reclaiming the desert (e.g. concrete workers to build dams).<br>The children will be able to list at least three places where work is easier now because the desert lands have been reclaimed (e.g. Hoover dam area, Imperial Valley in Southern California).<br>The children will be able to list five jobs that people can have in the desert now that they could not have had without reclamation. | Make a model of an irrigated desert land.<br>De-salt some salt water by filtering to show how this can be done with sea water to provide further irrigation.<br>Research methods of rain control presently being investigated by scientists.<br>Study the work being done in Saudi Arabia with the Oil Industry. | Science<br>Language Arts<br>Social Studies | A free kit and filmstrip is available from the Arabian American Oil Co., 1345 Avenue of the Americans, N.Y., N.Y. 10019<br>"Blowing Sand, Deserts in America" filmstrip by Troll. |
| Oceanographers<br>Oceanographers study the ocean to discover its secrets. Oceanography is vital to our national defense and the future food supply problem.<br>Oceanographers also aid fisheries and prevent smuggling. | The children will be able to tell two ways the oceanographer helps society. | Study the intruments used by the oceanographer.<br>Draw pictures of these instruments, label, and write a short paragraph about how and why each is used.<br>Research the requirements for becoming an oceanographer (see pp. 78-84 in *Oceanographers in Action).* | Science<br>Language Arts<br>Art | Visit to an oceanographer.<br>Filmstrip: "The Ocean—Jobs for People" by Imperial Film Co.<br>Book: *Oceanographers in Action* by E. Bergaust and W. Foss, published by G. P. Putnams & Sons |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Workers in the space program<br>The space program requires many workers in various fields:<br>Astronauts<br>Factory Workers<br>Medical Staff<br>Dieticians<br>Engineers<br>Physicists<br>Recovery Crew<br>Astronomers<br>Mission Control Workers<br>Newsmen<br>Computer Programmers and Operators<br>Office Workers<br>Chemists | The children will be able to list at least seven jobs necessary to the space program.<br>The children will be able to separate a list of space occupations into those which require training beyond high school and those which do not. | Role-play various space jobs.<br>Make a mural of space workers doing their jobs and label.<br>Have children research and write reports on the various space careers.<br>Have children imagine a space mission of the future for 25 people. Discuss which professions they would want to go. | Science<br>Art<br>Language Arts | Books:<br>*The Men Behind the Astronauts* by Wayne Hyde, published by Dodd, Mead, & Co.<br>*Astronauts in Training* by B. C. Colby, pub. by Coward, McCann & Geoghregan<br>Filmstrip:<br>"What a Scientist Sees through a Telescope" by Troll Assoc.<br>Cassette: "Visit-in a Space Center" by Troll<br>Field trip to or visit from NASA |
| Electrical Workers<br>Many jobs require a knowledge of electricity:<br>Electric Company Workers<br>Electricians (Construction)<br>Electrical Engineers<br>Repairmen for Electrical Appliances | The children will be able to list three jobs that require a knowledge of electricity. | Have children take apart small electrical appliances (e.g. toaster) and attempt to put them back together.<br>Teach children to make simple electrical repairs.<br>Research the requirements, equipment, and duties of various workers. | Science<br>Language Arts<br>Ind. Arts | Filmstrip and Record:<br>"Electrical Services" from set by Denoyer-Geppert<br>Field trip to or visit from an electrical worker. |

## Grade 5

## CAREER MOTIVATION

I. Germany

II. Japan

## Grade 5

## CAREER MOTIVATION

## RESOURCES

*The Land and the People of India,* Manorama R. Modak

*The Land and People of Japan,* Josephine Budd Vaughan

*Let's Read About India,* T. A. Raman

*Let's Travel in India,* Darlene Geis

*Let's Visit Brazil,* John C. Caldwell

*Let's Visit Europe,* Jean Riverain

*Let's Visit Germany,* James Moore and John C. Caldwell

*Living in Japan,* Gween R. Boardman

*Modern Japan,* William Henry Chamberlin

*Picture Map Geography of South America,* Vernon Quinn

*The Picture Story of Japan,* Rachel Carr

*South America,* Raymond Fideler and Carol Kvande

*South America,* Delia Goetz

*The Story of India,* Jean Bothwell

*Understanding Brzil,* Marion Gartler and George L. Hall

*Young Japan,* Hal Buell

*The Amazon: River of Promise,* Alida Malkus

*The Amazon: River Sea of Brazil,* Armstrong Sperry

*Berlin: City Split in Two,* Nancy Garden

*Brazil,* Allan Carpenter

*Brazil,* Kempton E. Webb

*The First Book of Brazil,* Sally Sheppard

*The First Book of India,* Jean Bothwell

*The First Book of India,* Emily Hahn

*The First Book of South America,* William E. Carter

*Fun and Festival from Japan,* Alice E. Gwinn and Ester L. Hibbard

*Hello South America,* David Bowen

*Here is India,* Jean Kennedy

*How People Live in Japan,* Lorraine D. Peterson

*India,* Walter A. Fairservis, Jr.

*India,* Beatrice Pitney Lamb

*India: Old Land, New Nation,* Jane Werner Watson

*Japan: Crossroads of East and West,* Ruth Kirk

*Japan in Pictures,* Sterling Publishing Company, Inc.

*Japan in Story and Pictures,* Lily Edelman

*Japan Old and New,* Edna Mason Kaula

*Junichi: A Boy of Japan,* G. Warren Schloat, Jr.

*The Key to Tokyo,* Walter J. Sheldon

*Lakhmi: Girl of India,* Dominque Darbois

*The Land and People of Brazil,* Rose Brown

*ABC of Puppet Making*—Parts 1 and 2

*Brazil*

*Brazil—The Rude Awakening*

*The Drama of Metal Forming*

*A Family in India*

*Hindu Family*

*India-Pakistan and the Union of India*

*Japan*

*Japan: A Nation of Growing Cities*

*Japan: Harvesting the Land and the Sea*

*Japanese Mountain Family*

*Tale of a Teabag*
*A Village in India: Fifty Miles from Poona*

## RECORDS

Folk Songs of Many People, 3 records, Japan and Germany
*Folk Songs of Many People*, 4 records, Germany
*Folk Songs of Latin America*, 4 records, Brazil

## PICTURE SETS

*Boats, Ships, and Harbor*
*The Cargo Ship*
*How People Travel in the City*
*Transportation*

## EXHIBITS

*Freighter Case and Ore Samples*

## Grade 5

## CAREER MOTIVATION

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Germany<br>Due to Germany's history and geography, it has become a highly industrialized nation. | Given a list of 12 natural resources, all the children will be able to associate 75% of the natural resources with related industries. | A. Chart the national resources.<br>B. Illustrate and collect sample resources<br>C. Pantomime<br>D. Natural resources tree | Science<br>Social Studies<br>Art<br>Language Arts | Filmstrips:<br>"Germany Today"<br>Jam Handy |
| | Give a map of Germany and the surrounding area, the children will be able to trace major trade routes. | A. Map-making (papier mache or salt)<br>B. Model of locks<br>C. Bulletin board | Map Skills<br>Math<br>Social Studies | |
| | Given information about types of transportation in Germany, the child will be able to construct the model vehicle. | A. Tour Luffhansa plane<br>B. Construct model car-V.W. | Science<br>Social Studies<br>Math<br>Art | |
| | Given background information, the class will be able to construct a time line depicting German inventions. | A. Research projects<br>B. Model printing press and other inventions<br>C. Role-playing of inventor doing his invention<br>D. Chart of ways that the inventions helped people | Math<br>Social Studies<br>Language Arts | |
| | Given background information, children will be able to match famous Germans with their contributions. | A. Role-playing<br>B. Reports or biographies<br>C. Learn German songs | Language Arts<br>Music<br>Social Studies | |
| | Given background information, the children will be able to discuss the effects of history on the standard of living. | A. Children make slides<br>B. Role-playing with family groups from Germany and U.S.<br>C. Dress doll<br>D. Diorama of inside of a German house<br>E. Speaker | Art<br>Language Arts<br>Social Studies | |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
|  | Given background information, the children will be able to explain how the attitudes and skills of the German people have contributed to their industrial growth. | A. Mural of people at work<br>B. Filmstrip | Social Studies<br>Art<br>Language Arts |  |
|  | Using a student-made chart of educational programs in Germany, the child will be able to compare the educational preparation in Germany with that in the U.S. | A. Chart | Language Arts<br>Social Studies<br>Math |  |
|  | Given background information, the child will be able to discuss how industry and technology have improved agriculture. | A. Build two farms before and after improvement<br>B. Meal<br>C. Films from German industry | Science<br>Social Studies<br>Language Arts |  |
| The people of Germany have many crafts and art-related industries. | The child will be able to name the materials used for the projects. | Printing—<br>A. Styrofoam<br>B. Cardboard<br>C. String<br>D. Potato<br>E Gadgets—wood blocks, kitchen utensils, erasers |  |  |
|  | The child will be able to describe the steps involved in carrying out the project. | Marionettes—<br>A. Wooden puppets with papier-mache heads.<br>B. Flat cardboard puppets with movable limbs<br>C. Costume design and construction<br>D. Stage design<br>E. Scenery construction |  |  |
|  | The child will be able to use the materials and process to create his project. | Wood Working—<br>A. Soap carving<br>B. Styrofoam carving<br>C. Plaster carving |  |  |
|  | The child will be able to name the workers involved in designing crafts | Embroidery—<br>A. Stitchery on burlap<br>B. Cross stitch on styrofoam trays |  |  |
|  | The child will be able to name workers involved in art-related industries. |  |  |  |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Japan | Given background information, the student will be able to: | | | |
| Being an island nation forced Japan to become highly industrialized. | State that because Japan is an island nation it is active in four major sea related occupations.<br>A. Fishing<br>B. Shipbuilding<br>C. Pearl-diving<br>D. Food processing | A. Make a map showing sea-related industries<br>B. Illustrate some part of one industry<br>C. Make a bulletin board<br>D. Write a paragraph about a typical day<br>E. Make a mural<br>F. Choose one | Social Studies<br>Science | *How People Live in Japan* by Peterson Filmstrip: "The Ocean Is Jobs For People" "The Ocean is Many Things" Imperial Film Co. |
| | List in writing five occupations related to imports and five to exports. | A. Role-playing<br>B. Diorama showing products<br>C. Make a graph showing products<br>D. Plan and execute an exhibit displaying various Japanese products. | Social Studies<br>Language Arts<br>Math | *How People Live in Japan*<br>*Japan—Old and New* by Kayla |
| | Name five industries based on Japan's natural resources. | A. Make a map of natural resources<br>B. Puppet play—puppets are resources<br>C. Make a map of industries related to natural resources | Math<br>Social Studies<br>Science<br>Art<br>Language Arts<br>Map Skills | Filmstrip—"Building Modern Japan" *Our World Neighbors: Japan*—Imperial Film |
| | List in writing five occupations related to rural life. | A. Make a chart showing occupations related to rural life<br>B. Cook a Japanese meal, after planning it from start to finish.<br>C. Set up a display showing the steps in raising silkworms<br>D. Make a chart showing the steps in the life of a silkworm<br>E. Do a project involving one of the cottage crafts | Math<br>Social Studies<br>Science<br>Home Economics<br>Art | A. Filmstrip—"Village Life in Japan," *Our World Neighbors: Japan.*<br>B. *Let's Visit Japan* by Caldwell<br>C. *How People Live in Japan*<br>D. Filmstrip—"Silk Screen Printing" *Cotton Clothing: From Field to You*—Imperial Film Co. |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | Explain orally the relationship between population and land use. | A. Make transparencies over-lay map showing population and land use. | Social Studies<br>Math<br>Map Skills | Filmstrip—"People of Japan", *Our World Neighbors: Japan* |
| | Contribute to a discussion about how Japan is meeting its needs as an industrial nation for transportation. | A. Make a map showing major transportation routes<br>B. Make a graph showing main types of transportation<br>C. Role-play personnel involved in Super Express Trains<br>D. Role-play workers on an intercoastal ship | Map Skills<br>Math<br>Language Arts<br>Social Studies | Filmstrip—A "Building Modern Japan" *Our World Neighbors: Japan*<br>B. *How People Live in Japan*<br>C. Filmstrip—"A liner in Port", *Transportation and Ocean Port,* Imperial Film Co.<br>D. Filmstrip—"Railroads Are People Too", *Transportation: Our Railroads,* Imperial Film Co. |
| | List five occupations created by tourism | A. Write two paragraphs about some aspects of tourism in Japan<br>B. Mural showing tourist-related occupations<br>C. Produce a puppet play involving tourists<br>D. Plan and conduct a tea ceremony | Language Arts<br>Social Studies<br>Art | |
| The people of Japan have many crafts and art-related industries | The child will be able to name the materials used for the projects. | Silk Screen<br>A. Use embroidery hoops or cardboard to design | | |
| | The child will be able to describe the steps involved in carrying out the project. | Masks—<br>A. Papier-mache<br>B. Paper<br>C. Gallon-size plastic jugs | | |
| | The child will be able to use the materials and process to create his project. | Lacquer ware—<br>A. On papier mache<br>B. On clay<br>C. On clay tile | | |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | The child will be able to name the workers involved in designing crafts. | Puppets—<br>A. Papier mache on detergent bottles<br>B. Hand puppets<br>C. Two-dimensional with movable parts<br>D. Wire and woodblock figures<br>E. Papier mache head on tube body<br>F. Costume design | | |
| | The child will be able to name workers involved in art-related industries. | Picture scrolls—<br>A. Paint or magic marker on materials<br>B. Bamboo or reed place mats<br>C. Fans | | |
| | | Bamboo and reed<br>A. Mobiles | | |
| | | Porcelin<br>A. Pottery-fire and paint decoration<br>B. Clay figures of gods and Buddha | | |

## Grade 6

# CAREER MOTIVATION

CONCEPTS — Government
United Nations
Conservation
Minorities

As you develop the above concepts this year we hope you can incorporate the idea of the work and workers involved. The lesson plans here, we hope, will help. They are suggestions only. We have added additional sheets at the end for your use.

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Fifty percent of population is employed by government | Children list government jobs. | Develop questionnaire form | Language | Parents |
| | Children will use phone book as source for listings according to federal, state, and local government. | Compile statistical results of questionnaire. | Math | Phone Book, Newspaper, Government Paper |
| | | Make chart of occupations. | | |
| | Each student will select and research a government job. | Look up "skilled," "unskilled," "profession," "white" and "blue colar" workers. | Spelling | |
| | | Visit government places—post office, city halls, state capitol, school board meeting, courts, council meeting, jail. | | Filmstrips and Records—"Our Nation's Capital" |
| | | Resource persons such as mayor, councilman, school board member, senator, president of council, attorney. | | |
| | | Research report on job of government worker. | | |
| | Child will share government job presentation with class. | Children present research project, tape interview with resource person, panel discussion, role-playing, puppet show, filmstrip "Community Helper", put own dialogue with film, slides, pictures, or make filmstrip with camera. | | Troll Associates Filmstrip "Our government and how it works" |
| | | Figure drawing of government worker in action. | Art | Art Specialist |
| | | Singing songs; listening to related musical compositions. | Music | Music Specialist |
| | | Make flags or shields<br>A. Styrofoam meat plates and yarn.<br>B. Use cloth and iron-on tape.<br>C. Cross-stitching design on muslin. | | |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| United Nations<br>Many people take part in making the U.N. a succesful organization. | The child will be able to explain the purposes and functions of the United Nations. | Show filmstrip on United Nations | Social Studies | Filmstrip on U.N. |
| | | Use diagram to show branches of United Nations, work involved in different areas. | | Pictures of buildings<br>Books:<br>*The U.N. at Work Throughout the World* by Peter Larse<br>*Getting to Know U.N. Peace Forces* by K. Teltsch<br>*Let's Go To U.N. Headquarters* by J. Cochran<br>*What Does a U.N. Soldier Do*—by S. Pierson<br>*U.N. in Action* by J. Coma |
| | | Possible visit to United Nations | English | |
| | | Reports on agencies such as W.H.C. and F.A.O. | | |
| | | Reports on outstanding member countries | English | Arrow Book of the United Nations |
| | | Make flags of countries from cloth or paper | Art | |
| | | Display of stamp collections | | |
| | | Dolls or puppets representing member countries | Art | Media Center |
| | | Current notebook of articles of U.N. activities | | |
| | | Reports on holidays and customs in specific countries. | English | |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Conservation<br>It is important for the U.S. to use its natural resources wisely. | Given an area of study, the child will be able to list how man is dependent on this area. | Children put into groups of forestry, water, animals, and soil. | Social Studies | |
| | Given an area of study, the child will be able to determine the affect of the life cycle on this area. | Children informed they will prepare for presentation. | | |
| | | Set up guides for research. | | |
| | | Students assign tasks within group, then do individual research. | | Encyclopedia — Milikin Transparencies, Media Center |
| | | Presentations:<br>A. Written and oral reports<br>B. Dioramas<br>C. Slide presentation<br>D. TV shows<br>E. Plays<br>F. Make transparencies and explain areas of study<br>G. Tape<br>H. Resource people:<br>1. Forester<br>2. Specialist from Board of Health<br>3. Farmer<br>4. Soil specialist<br>5. Geologist<br>6. Farm Bureau<br>7. Environment specialist from industry<br>I. Bring in different items for display<br>J. Field Trips:<br>1. Water treatment plant<br>2. Cuyahoga River trip<br>3. Camp<br>4. Museum<br>5. Zoo | | SVE Filmstrips<br>Coca-Cola Ecology Kit<br>America's Urban Crisis Filmstrip & Records |
| | The child will be able to discuss the occupations and the value. | Write to U.S. Department of Conservation | English | |
| | | Reports and projects, also presentations, on various occupations. | Independent Study | |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | | Role-playing. | | |
| | | Resource people to discuss various occupations. | | |
| Minorities | Each child is able to identify his nationality background. | Each child makes a family tree. | | Parent |
| American immigrants selected their employment according to their country's economic needs, where as modern job abilities depend also on skills, job. | Each child shall prepare a notebook on one country of his background. | Class chart showing parents' background. | | |
| | | Child's notebook on nationality background:<br>A. History<br>B. Famous people in U.S. from other countries<br>C. Compare country to U.S. size<br>D. Customs<br>E. Holidays and festivals<br>F. Drawing of native costume<br>G. Drawing of flag<br>H. Map of country listing major water ways, large cities, bordering countries, land formations, etc.<br>I. Questions:<br>1. Thinking questions of relevant problems facing each country.<br>J. Occupation questions—<br>1. Why did these people immigrate to U.S.?<br>2. What occupations did they have before they left their native country? | Social Studies | Encyclopedia *Life in Country* series by Fiedler and records on minorities SVE Resource people<br>Maps: Show Us Where<br>Film |
| | The child shall design and construct a doll or puppet showing the costume and occupation of the country. | What occupations did they hold when they arrived? What occupations were there for them? | | |

| Concepts | *Objectives* | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | 75% of the class shall spell and define terms pertinent to the nationality study. | Occupations when they first arrived compared to jobs these nationalities hold now. | | |
| | | A. Cover table of contents and bibliography | | |
| | The children shall plan, organize, and present a fair depicting the occupations, customs, foods, costumes, and music of various nationality groups (suggested culmination) | Write consuls for information | English | Nationality Consuls Ambassadors of countries |
| | | Puppet or model of doll in costume of country showing an occupation. Flag of country sewn out of scrap materials. | Art | Art specialist—Children with unique talents. (hands on projects) (see instructions for puppet and doll) |
| | | Vocabulary—"immigrate," "emmigrate," "race," "nationality," "Minority" | Spelling<br>Word Study | |
| | | Invitation to parents for fair | English | |
| | | Dances of nationalities | Gym<br>Music | Music specialist |
| | | Display of notebooks, dolls, puppets, items from home, costumes | | |
| | | Games | | |
| | | Video tapes of classroom activities. | | |
| | | TV shows—rolls of paper, and box. | | |
| | | Charts of common expressions of different languages as well as tapes. | | |
| | | Oral reports of various occupations. | | |
| | | Dinner of various foods prepared by families of children and the children. | | |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | | Recipe book of various dishes.<br>Field Trips:<br>A. Nationality restaurant for lunch<br>B. Nationality fair<br>C. Consuls of various nationalities<br>D. Speciality Shops<br>Bring in resource people:<br>A. Union resource people<br>B. Nationality groups to come into school to perform<br>C. Staff of nationality Consul<br>D. Resource person from Ohio Bell<br>E. Airlines' nationality films | | |

Media Center

## CAREER MOTIVATION

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Use the *World Alamanac* and other reference material to select facts. | Find ten related facts pertaining to a unit under study in Social Studies. | Make a chart or graph using these facts. | Social Studies | *World Almanac* |
| Become familiar with occupations | Each child will bring in suitable colored pictures of an occupation.<br>Each child will use dry mount under supervision to mount his picture. | Mount and laminate picture showing an occupation.<br>Relate pictures to be mounted in accordian display.<br>Others to be cut up into puzzles and placed in labeled boxed. | Social Studies | Magazines<br>Media Center<br>Drymount<br>Brochures<br>Annual Report |
| Learn costs involved in rebinding a book. | Compare cost of rebinding as against purchase of the same five books. | Charts and graphs representing costs of material, time involved, wages paid, and cost of machinery. | Math | Bindery<br>Card Catalog |
| Occupations through the ages | Child will submit two titles of folk or fairy tales which include occupations. | Select fairy tales which includes an occupation. Examples—*Shoemaker and the Elves, Seven at One Blow.*<br>Class to make at least five transparencies showing highlights of story including captions. | Language Arts<br>Social Studies | Collection of Fairy Tales |
| Learn the names of new occupations. | Name five new occupations not in existence 10 years ago. | Make an A-B-C Book to be laminated, using pictures and names of occupations. | Social Studies | U.S. Government Dept. of Labor *World Almanac Ohio Almanac Book of Facts* |
| Learn names of occupations | Student will correctly complete 50% of blanks in placemat (Placemat is an A-B-C listing and student must write an occupation starting with each letter) | Student to fill in blanks on an A-B-C Placemat. Each letter is to represent an occupation. | Language Arts | Material in the Media Center |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Student will create media to depict a field trip | Groups of five students will make 10 frames depicting highlights of a field trip.<br>Second group of 10 students will narrate one frame per student.<br>Third group of five students select appropriate background music. | Make a film strip. (Using U-Film) | Social Studies | Field Trip |
| Learn about the companies in the community and occupations, plus the products | Name four companies in the community and their products. | Laminate picture products made in the community. | Social Studies | Telephone Book<br>Field trip to several community companies. |
| Students will become familiar with occupations | Student will bring in five pictures representing occupations. | Make a card game similiar to "Old Maids." Matching cards represent occupations. Odd card represents unemployment. | Social Studies | Magazines |
| Observe behind the scenes workers in a library headquarters | Tell about 10 occupations involved in the library headquarters. | Tape interviews with workers<br>Photograph workers at their jobs.<br>Step-by-step flow chart | Language Arts | Trip to Cuyahoga County Headquarters |
| Occupations needed to run the school system | Child lists five occupations previously unfamiliar to him. | Class-made notebook depicting occupations at the Board Office. Each child is responsible for one page representing one occupation. | Social Studies<br>Language Arts | Trip to Parma Board Office |
| Occupations involved in printing books | Student will list five operations involved in publishing a book. | Student-made books. | Language Arts<br>Social Studies | Trip to a publishing house. Use kit "How A Book is Made" |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Occupations involved in radio entertainment | Three Committees of five members each to select three appropriate recordings—geared for a classical, country western, and rock program. | Tape Recorders.<br>Present radio programs over P.A. with appropriate introductions to selections and dialogue. | Music<br>Language Arts<br>Social Studies | Radio Station |
| Occupations involved in disseminating of public information on TV. | List five technical operations in production of TV news program and training required. | Video tape news program which would include news, weather, sports, editorial, and commercial. | Science<br>Social Studies<br>Language Arts | TV Station |
| Books are written by real people | Each student reads two books written by a local author. Five students greet and introduce author at a school program. | Tea to honor a local author giving a book talk. | Human Relations<br>Social Studies<br>Language Arts | Local authors |
| Learn the sequence of occupations employed in producing a newspaper | List in order 15 steps involved in producing a newspaper | Print a newspaper<br>Typing on primary typewriter | Spelling<br>Science<br>Language Arts<br>Social Studies | Field trip to newspaper |

## CAREER MOTIVATION

## GENERAL OBJECTIVES—MUSIC

1. To develop a positive *self-concept* in children.

    a. That each person relates to the music world as a
        1) Consumer of music (a listener)
        2) performer of music (sing, play, or move)
        3) composer of music

    b. That each person can participate to some degree in *each* or *all* of these areas.

2. To develop an awareness that music is a way of life from caveman's times to our space age.

    a. people make music about their tasks or work
    b. to make music—even fun music—requires work (effort)
    c. to make music requires some degree of skill and education
    d. in later life, people find many meaningful experiences with music, either at jobs or leisure activities.

3. To be aware of the many fields of work in music.

    a. how music helps other fields of work to flourish
    b. how other fields of work help music to flourish

4. To develop an awareness of the interactions and interdependence of music to:

    a. the technological and social changes of the times
    b. general topography, climate of the land (or sea)
    c. the general culture of the people

5. To understand that people work in music for various reasons

    a. money
    b. personal needs
    c. social needs
    d. enjoyment and leisure
    e. to make an art form
    f. commercial use

6. To develop an awareness of the necessity of carrying a task through to completion. Satisfaction or achievement in music (listener, performer, or creator) happens only when work is well done.

### THE MUSIC SPECIALIST

1. Can directly help the child to develop his skills to:

    a. perform or create music
    b. be a consumer of music (understand and value the performance or creation of others)

2. Can act as a resource person to the classroom teacher in her preparation of units of study.

    a. music is closely related to a person's feelings and social needs
    b. music is closely associated with many fields of work especially commercial

## CAREER MOTIVATION

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Music<br>A composer is a person who organizes sound in a unique (new) way, using such elements ("tools") as:<br>a) like-unlike form-repetition-contrast<br>b) loud-soft-dynamics<br>c) fast-slow-tempo | After discussion and activity, each child will be able to describe in his own words *how* he "composed" his piece.<br>a) What was the sound source he choose?<br>b) How did he use the given three elements in a "new" unique way? | Discussion of sound source.<br>Three ways of manipulating them to try to be original. | Music Career<br>Self-concept in making music | Tower Music MMYO II |
| "I" (the child) can be a composer, too, in his own way. | After repeated hearings of a given composition, 95% of the children will be able to identify:<br>a) the "sound source" the composer choose.<br>b) repetition-contrast section. Loud and soft, fast and slow sections. | Create a composition:<br>a) choose environmental sound: (stick on radiator door, slam, grind of pencil sharpener)<br>b) organize the sounds into patterns of like and unlike.<br>c) vary the sounds—to give feeling—use loud-soft-fast-slow<br>d) decide on the composition order, length and ending<br>e) after experiment, action and discussion, put the composition together and tape record it. | | |
| Recognition of elements that make up a music composition | | Listen to Tower Music MMYO II. | | |
| Impressionism was a period in history in which the literature, art and *music* were highly emotional. | The student will orally express his feelings about the impressionistic music examples played. | Students will listen on several occasions to different impressionistic pieces. | Music History<br>Art | |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
|  | According to his own feelings, student will match a series of impressionistic pieces with a list of mood categorized adjectives. | List all adjectives the class can think of to express emotions and feelings. | Human Relations<br>Feelings |  |
|  |  | Introduce art and literature from this period as a supplement. Show examples of each. |  | Art Teacher<br>Librarian<br>Individual student |
|  | Given a list of 10 colors, the students will be able to match in writing an adjective which fits the expression of that color. | Discuss colors of emotions and the moods that these colors and emotions express. |  | 5th grade book in MMYO (Silver Burdette) |
|  | Through art, each child will create his impression of an impressionistic composition. | Choose an impressionistic piece and create a chalk drawing using impressionistic ideas in art (confer with art teacher). |  |  |
| Expressing emotion through movement and music | Each child will express two emotions, hate and love, by word suggestion and music.<br>Class will identify technique (dynamics, tempo, melody, tone color, rhythm) used by composers to create these two emotions in music. | Stand and face a partner, about 4 feet apart. Recall an experience of extreme anger. Express that anger to your partner with movements but *do not* touch each other. Make no vocal sound. | Music | Bowmar Twentieth Century #74 and #69 |
|  |  | Teacher adds parts of "Sacrificed Dance" by Stravinsky. |  |  |
|  |  | Explain why music increased the violence of your movement. |  |  |
|  |  | Recall a feeling of love. Express that feeling through movement, but *do not* touch. |  |  |
|  |  | Teacher add excerpt from *West Side Story.* |  |  |
|  |  | How's the music like your movement? |  |  |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| | | *West Side Story* by Bernstein What sounds suggest that this city street violence? What sound stops the fight? When the love song begins, how does the music change?<br>*Sacrificed Dance* by Stravinsky What adjectives describe the effect of this music. Translate these adjectives into musical terms related to: Dynamics Tempo, Tone, Color, Rhythm, Melody. | | |
| To draw from from child a part of his creative ability through improvisation. | Class will vocally improvise a choral melody being given a set rhythm and a set chord progression. | Teacher will strum a rhythmic progression of chords on autoharp.<br>Student will concentrate on chord tones and rhythm.<br>All students will vocally improvise to autoharp simultaneously.<br>Experiencing several repetitions, individual confidence and proficiency will develop. | Music | Individual child |
| Creating a Lyric | Class will create a leader response lyric on ecology. | All softly tap a steady beat in duple meter.<br>Develop a *response* phrase-repeat it over and over until it falls into a rhythmic pattern.<br>Using that phrase length, individuals call out Leader phrase immediately followed by the class on the response phrase.<br>Class choose best lyrics | Music<br>Ecology | Individual child |

| Concepts | Objectives | Activity Area | Subject | Resource |
|---|---|---|---|---|
| Creating a Song | Class will set to music the *Leader-Response* lyric on ecology. | Teacher will provide harmonic background on piano using a simple rock progression. | Music | |
| | | Harmony, meter, and tempo now established, students will vocally improvise melodies to fit lyrics. | Ecology | |
| | | Notate best melodies as chosen by class. | | |
| | | Add drums, tambourines, and guitar. Students improvise rhythmic accompaniment. | | |

## CAREER MOTIVATION

### OCCUPATIONS AND VOCATIONS RELATED TO MUSIC

1. Concert Artist
2. Entertainer (Pop)
3. Music Teacher
4. Composer
5. Conductor
6. Disc Jockey
7. Publisher
8. Orchestra Member
9. Opera Singer
10. Choreographer
11. Ballet Dancer
12. Piano Tuner
13. Instrument Manufacturer
14. Promotor
15. Manager of Record Store
16. Music Critic

## SOUTH-WESTERN CITY

Some of the units from the South-Western City Schools have been reproduced in their entirety to show total idea development. The fundamental cognitive skills and rationale for each provide a valuable resource for further curriculum work. In the Careers Unit, supportive to Scott Foresman "*Read Aloud* Series," career education is integrated into a basic series. This is an excellent way for a textbook-oriented teacher to initiate career activities.

# INTRODUCTION

It is not the intention of the committee that every child will participate in every activity suggested, or that every teacher will utilize the activities just as stated. Instead, the suggested activities are presented with the hope that they may stimulate you, the teacher, to develop many interesting and productive experiences with the children in the development and implementation of this unit.

As you proceed through the unit, the committee requests that you add those activities which are appropriate for your students and eliminate those which are not. The committee is interested in learning how adaptable you find the unit and requests that you make comments—note successful experiences you have in teaching the unit as well as comments relating to areas you find unsatisfactory. The only way the committee can evaluate the unit is by your implementing it and helping them to identify strengths and weaknesses within it.

Thinking skills inherent in the suggested activities have been identified. A brief definition and rationale for each skill are included in the unit.

Please add activities, resources and anything you feel will enrich or will make the unit more relevant to our studnets.

The objectives and activities introduced in this unit are directly related to the South-Western Math Study and the SAPA program.

**GOAL: To develop children's thinking skills using Scott Foresman's Read Aloud Story *Who Am I?***

**Level 1 and 2**

| Objective | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| I. Using activities a-i, the children will become aware of a photographer's (magazine, newspaper, or book) work and its significance. | a. Read the book *Who Am I?* Record the story on a cassette so any child may refer to it later. Older children in the school could reread the stories to those who request it. | a. Observe<br>Making Choices | a. Language Arts | | a. |
| | b. Review the story in activity a. Discuss the kind of pictures in this book. Let the children compare other book illustrations with photographs in *Who Am I?* Infer reasons for differences in pictures. | b. Observe<br>Recall<br>Similarities<br>Differences<br>Inferring Causes<br>Making Choices | b. Social Studies<br>Art | | b. |
| | c. Discuss who may have taken the pictures in *Who Am I?* What kind of equipment do the children think a photographer would need? Have children list other things they would like to know about a photographer and his work. | c. Recall<br>Question<br>Anticipate | c. Social Studies | | c. |
| | d. Discuss the contents for a letter to invite a photographer from a local newspaper or magazine to the classroom. | d. Recall<br>Similarities<br>Differences<br>Making Choices | d. Language Arts | | d. |
| | e. Arrange for a local photographer to visit. Infer reasons for photographer's work. Tape his talk for future reference. | e. Observe<br>Recall<br>Making Choices<br>Inferring Causes | e. Social Studies | | e. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | f. Recall things the children learned from the photographers's visit. Refer to the tape of the visit (activity e). Compare this list of answers to the prepared list of questions formed in activity c. | f. Recall<br>Similarities<br>Differences | f. Social Studies | | f. |
| | g. Let small groups compose a thank-you letter to the photographer. Take to post office and mail. Predict workers they will meet at post office. | g. Recall<br>Anticipate | g. Social Studies<br>Language Arts | g. | g. |
| II. Using the story *Who Am I?* and the activities a-f, children will become aware of themselves. | a. Review the story. Discuss each person in the photographs. | a. Recall<br>Making Choices | a. Language Arts<br>Making Choices | | a. |
| | b. Make a booklet "Here I Am." Child will construct a booklet about himself, using some things discussed in activity a.<br>1) Polaroid picture<br>2) Self-portrait<br>3) Paintings<br>4) Hand and foot prints<br>5) Clothing sizes<br>6) Color of hair, eyes<br>7) Pictures of favorite TV shows | b. Recall<br>Making Choices | b. Language Arts | b. | b. |
| | c. Discuss the kinds of questions one would need to ask to find out about someone else. List these questions. Give reasons for wanting to ask each question. Role-play (using questions composed) these selections. | c. Recall<br>Making Choices<br>Questions | c. Social Studies<br>Drama | | c. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | d. Play a guessing game "Who Am I Thinking Of." Use the kinds of questions listed in activity c. With a small group compose a letter to invite parents to the classroom. Invite them in to play a panel game with the students. | d. Recall,<br>Questions<br>Making Choices<br>Order | d. Social Studies<br>Language Arts | d. | d. |
| | e. Have children list some rules to follow while playing the panel game with parents.<br>Have children ask questions to determine identity of parent. (Do you have a boy or girl in our room, etc.) | e. Recall<br>Similarities<br>Differences<br>Making Choices<br>Questions | e. Language Arts | | e. |
| | f. Compose and send a class thank-you note to the parents who visited the classroom. Tell why they appreciated the parents coming to school. | f. Recall<br>Making Choices<br>Inferring Causes | f. Language Arts | | f. |

**GOAL: To develop children's thinking skills using Scott Foresman's Read Aloud Story,**
*The Guinea Pigs That Went To School*

**Levels 3 and 4**

| **Objectives** | **Suggested Implementation Activities** | **Thinking Skill Process** | **Curriculum Relationships** | **Psycho-Motor Relation-ship** | **Affective Relation-ship** |
|---|---|---|---|---|---|
| I. Become aware of the care and responsibility of having pets, expecially guinea pigs, by using activities a-g. | a. Recall the story *The Guinea Pigs That Went to School.* Crayon a mural depicting the sequence of events of the story. | a. Recall<br>Order | a. Language Arts<br>Art | a. | |
| | b. Children dictate or write stories about their own pets, illustrate with their choice of media. | b. Recall<br>Order<br>Making Choices | b. Language Arts<br>Art | b. | b. |
| | c. Conduct a "Pet Day" when children bring to school, share, and observe their pets. | c. Observe | c. Social Studies | c. | |
| | d. Bring a pet (Ex. mouse, guinea pig, rabbit) to live in the classroom). Children can learn about its care and feeding and then take charge of this. They can chart its growth and take turns caring for it on weekends. | d. Observe<br>Making Choices<br>Similarities<br>Differences | d. Science | d. | d. |
| | e. Children dictate or write stories about what they learned about guinea pigs. Some children can tape while others observe their illustrations. | e. Recall<br>Similarities<br>Differences<br>Conclude | e. Language Arts<br>Science | e. | |
| | f. Compare care and feeding of guinea pigs to that of other pets (Ex. rabbits, mice, frogs). Children can discuss how they care for their own pets, or can find out about care of pets in books or in conversations with pet owners. | f. Observe<br>Recall<br>Differences<br>Similarities<br>Making Choices | f. Science | | f. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | g. Read other stories about animals that are often pets. Example: *Swimmy* by Lionni, *Pet of the Met* by Freeman, *Yertle the Turtle* by Seuss, *Make Way for Ducklings* by McClosky. | g. Observe | g. Language Arts | | |
| II. Using activities h-j, children will become aware of people who work with pets. | h. Discuss: "Who are workers who help take care of sick pets?" Discuss reasons for veterinarians, assistants. Prepare questions. | h. Recall<br>Similarities<br>Differences<br>Making Choices | h. Social Studies | | |
| | i. Invite a veterinarian or veterinary student to speak to children about pet care and reasons they chose their particular jobs. | i. Observe<br>Questioning | i. Social Studies | | |
| | j. Write thank-you letters to guest following his visit. Give reasons for wanting him to return. | j. Recall<br>Inferring Causes | j. Language Arts | | |

**GOAL: To develop children's thinking skills using Scott Foresman's Read Aloud Story,** *What Mary Jo Wanted.*

Levels 3 and 4

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| I. Children will become aware of different kinds of pets using activities a-i. | a. Recall the story *What Mary Jo Wanted.* | a. Recall | a. Language Arts | | |
| | b. Children can dictate, write or illustrate what pet they want more than anything else. Children can note differences and similarities among their wants. Infer causes for their wants. | b. Recall<br>Similarities<br>Differences<br>Making Choices<br>Inferring Causes | b. Social Studies | | b. |
| | c. Cut and paste a picture of the pet a child has or desires. Infer reasons for wanting their particular pets. | c. Observe<br>Inferring Causes | c. Social Studies | | |
| | d. Make a collage showing different kinds of animals in a pet store. Discuss: "If we visited a pet store, what workers would we expect to see?" Infer causes for workers mentioned. | d. Observe<br>Order<br>Anticipate<br>Inferring Causes | d. Social Studies | | |
| | e. Children can make posters showing different species of dogs. Label the dogs. | e. Recall<br>Label<br>Making Choices | e. Social Studies<br>Art | e. | e. |
| | f. Children who own dogs can describe how they acquired their pet and how it adjusted to family life. | f. Recall<br>Similarities<br>Differences | f. Social Studies | | |
| | g. Children can share their dogs at school on a specially designated day. Order the dogs from smallest to largest. | g. Observe<br>Similarities<br>Differences | g. Social Studies | g. | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | h. Compare the advantages and disadvantages of having a dog rather than a fish as a pet. Make a chart showing the advantages of each (Compare other pets also). | h. Observe<br>Differences<br>Similarities | h. Social Studies | | |

| Pet | | House | Care Needed | Medical Care | Feelings | |
|---|---|---|---|---|---|---|
| | | | | | Pets | Mine |
| Dog | | | | | | |
| Fish | | | | | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | i. Read additional stories about pet dogs. Example: *How Fletcher Was Hatched; Lady and the Tramp.* | i. Observe | i. Language Arts | | |
| II. Using activities j-m, children will become aware of the responsibilities of caring for a dog. | j. Discuss "responsibility." Children can describe their responsibilities at home and at school. | j. Recall<br>Similarities<br>Differences | j. Social Studies | | |
| | k. Role play Mary Jo's responsibilities in caring for her dog. | k. Recall<br>Similarities<br>Differences<br>Making Choices | k. Drama | k. | k. |
| | l. Name workers in pet store and discuss the responsibilities of pet store workers. | l. Recall<br>Making Choices | l. Social Studies | | |
| | m. Compare Mary Jo's responsibilities in caring for her pet to those of pet store workers. Infer reasons for the similarities in pet store and Mary Jo's home. | m. Recall<br>Similarities<br>Differences<br>Inferring Causes | m. Social Studies | | |

**GOAL: To develop children's thinking skills using Scott Foresman's Read Aloud Stories:**
*City in the Summer and "Morning"*

Levels 5 and 6

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| I. Given Activities a-h, the child will demonstrate understanding of the concept "city". | a. Discuss: What are some things you see or know about a city? List, group, and label. | a. Recall<br>Similarities<br>Differences<br>Grouping<br>Labeling | a. Social Studies | | |
| | b. Make individual mini-murals of a city. Label buildings, shops and streets. Refer to groupings in a. | b. Recall<br>Similarities<br>Differences<br>Labeling | b. Social Studies | b. | |
| | c. Share murals with classmates for a comparison of likenesses and differences. Group those that are alike. Arrange for display. | c. Observe<br>Similarities<br>Differences<br>Grouping | c. Social Studies | c. | |
| | d. Observe the mural. Discuss workers needed in their city. Infer causes for having various workers. | d. Observe<br>Recall<br>Making Choices<br>Inferring Causes | d. Social Studies | | |
| | e. Prepare survey questions. Survey children and ask whose father or mother works for the city. Record the information and share it with the class. Select way to display results of survey—graph, retrieval chart, mural. | e. Recall<br>Question<br>Order<br>Making Choices | e. Social Studies<br>Art | e. | e. |
| | f. Prepare a list of questions and invite parents to the classroom to tell what they do in the city. Children can choose media to illustrate what their parent or chosen parent does. | f. Recall<br>Questions<br>Making Choices | f. Social Studies<br>Art | f. | f. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | g. Locate your city on a map of the United States and on an Ohio map. Note differences in each. | g. Observe<br>Differences<br>Similarities | g. Social Studies | | |
| | h. Set up a city center in the classroom to display news, pictures, maps and items about you city. Appoint children to take charge of center. Daily recall observations they make of this center. | h. Observe<br>Order<br>Making Choices | h. Social Studies | | h. |
| II. Given activities a-e, the child will identify at least five city workers. | a. Observe the mini-murals from activity a under I. Note the types of buildings. Classify them as to work or recreational. | a. Observe<br>Recall<br>Similarities<br>Differences | a. Social Studies | | |
| | b. List businesses which are connected with recreation. Infer causes for these. | b. Recall<br>Similarities<br>Differences<br>Inferring Causes | b. Social Studies | | |
| | c. Name workers who are connected with recreational parks, swimming pools, and other business listed in b. Infer causes for all workers given. | c. Recall<br>Similarities<br>Differences<br>Making Choices | c. Social Studies | | c. |
| | d. Use the Yellow Pages of the telephone book to examine the number of jobs and businesses concerned with recreation. Group and label. | d. Recall<br>Similarities<br>Differences<br>Grouping<br>Labeling<br>Making Choices | d. Social Studies | | d. |
| | e. Name family choices of recreation. Share the choices. Write and illustrate story of one recreational facility you have visited and enjoyed. | e. Recall<br>Making Choices | e. Language Arts<br>Art | e. | e. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| III. Given *"City in the Summer,"* the story and a sharing session, the child will differentiate between a city's products and its services. | a. Prepare questions for interview. Interview each parent to determine whether his job deals with products or services. | a. Recall<br>Questioning<br>Making Choices<br>Similarities<br>Differences | a. Social Studies<br>Language Arts | a. | a. |
| | b. Construct a bar graph showing occupations of parents. Post it on the bulletin board. | b. Recall<br>Ordering | b. Social Studies | | |
| | c. Collect and cut pictures of workers from magazines and newspapers. Classify them as dealing in a product or a service. Post on bulletin board under appropriate labels. | c. Observe<br>Similarities<br>Differences<br>Making Choices<br>Ordering | c. Social Studies | c. | c. |
| | d. Enact a mock television show of "What's My Line?" Children portray firemen, dentists, beauticians, doctors, cooks, pilots, etc. A panel asks questions and makes guesses about the type of work performed by guests. Infer effects of each workers' performance. | d. Observe<br>Recall<br>Differences<br>Similarities<br>Inferring Effects | d. Social Studies | | |
| IV. Given a discussion and shown the filmstrips, "Life in a Large City", "Life in a Small Town", and "Agriculture in Ohio", the child will compare the city and the country. | a. Recall what children know about the city and country. Draw pictures contrasting the city and the country. Verbalize differences and similarities noted. | a. Recall<br>Similarities<br>Differences<br>Making Choices | a. Social Studies<br>Art | a. | a. |
| | b. List and group the activities of a farm family and a city family. Compare likenesses and differences.<br>Conclude the main difference and main similarity. | b. Recall<br>Grouping<br>Similarities<br>Differences<br>Inferring Causes<br>Concluding | b. Social Studies | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | c. Read the poem "Morning" by Eunice Tritjene. Name reasons that families may move from an urban or rural area. | c. Observe<br>Recall<br>Inferring Causes | c. Social Studies | | |
| | d. List workers who help us move. Name reasons why the movers are important to us. | d. Recall<br>Inferring Causes | d. Social Studies | | |
| | e. Make predictions about what we could do if everyone had to move himself. | e. Recall<br>Anticipating | e. Social Studies | | |
| | f. Draw a picture of a moving van. Write a pretend story or an experience story about where the van is going. | f. Recall<br>Making Choices | f. Social Studies<br>Art | f. | f. |
| | g. Make a list of ways the city and the country are dependent on each other. Infer causes for that dependency. | g. Recall<br>Inferring Causes | g. Social Studies | | |
| | h. List sounds of the city and country. Chart by sound description. Illustrate in his own way the sounds he hears and knows. Examine similarities and differences among sounds. | h. Recall<br>Similarities<br>Differences | h. Social Studies | | |
| | i. Write and present playlets based on workers in the city and the workers in the country. | i. Recall<br>Making Choices<br>Similarities<br>Differences | i. Social Studies<br>Drama<br>Language Arts | i. | i. |
| | j. Write letters of invitation to others to see the playlets. (Other classes, parents, etc.) | j. Recall<br>Making Choices | j. Language Arts<br>Drama | j. | j. |
| V. Given a discussion of buying and selling, the child will define the city as a market place. | a. Name various market places where your mother or father do their purchasing. Infer reasons for shopping at particular stores. | a. Recall<br>Differences<br>Similarities | a. Social Studies | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | b. Record family purchases for a period of one week. Discuss the kind of items bought. Keep a retrieval chart for the classroom about the purchases, e.g., store clothes, food, notions. | b. Observe<br>Recall<br>Similarities<br>Differences<br>Ordering | b. Social Studies | | |
| | c. Collect some advertisements from newspapers. Discuss who are some people that advertise? Infer causes for advertising. | c. Observe<br>Differences<br>Similarities<br>Making Choices | c. Social Studies | | c. |
| | d. Recall the names of items advertised and make a list of them. Beside the name of each item list workers who are connected with the item, as:<br>cars-car salesmen, mechanics<br>food-store manager<br>houses-real estate, carpenters, etc.<br>Infer causes for various workers selected. | d. Recall<br>Similarities<br>Differences<br>Making Choices | d. Social Studies | | d. |
| VI. Given a discussion on the priorities of human needs, the child will distinguish between the things which are needed and the things which are wanted. | a. Discuss: What are some things we really need? What are some things we want? Group according to likenesses among items. | a. Recall<br>Similarities<br>Differences<br>Making Choices<br>Grouping | a. Social Studies | | a. |
| | b. Let class make a bulletin board of their art depicting items of need and items of want. | b. Observe<br>Making Choices<br>Ordering | b. Social Studies<br>Art | b. | b. |
| | c. Play a game of "Iffy" using needs and wants as a basis:<br>If your hair had to be cut, whom would you need? Answer: a barber<br>If you had been promised a new dress, whom would you need? Answer: a designer, a seamstress, a store clerk.<br>Infer causes for each worker chosen. | c. Recall<br>Similarities<br>Differences<br>Making Choices<br>Inferring Causes | c. Social Studies | | c. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | d. Prepare a list of workers (from c) for the class. Place the list on the board. Discuss the duties of the workers according to whether they serve our needs or wants. Give support reasons for choices. | d. Observe<br>Recall<br>Inferring Causes<br>Grouping | d. Social Studies | | |
| | e. Recall what you know about a supermarket. Describe supermarket displays intended for shopper appeal. Give reasons for various ways food is displayed.<br>1) Set up a classroom store. Arrange items to attract buyers. Use play money and make purchases of needs and wants. Calculate cost of both groups. Compare differences. | e. Recall<br>Similarities<br>Differences<br>Inferring Causes<br>Conclude<br>Ordering | e. Social Studies<br>Math<br>Art | e. | e. |
| | f. Demonstrate business competition by setting up two lemonade stands in the classroom.<br>1) Make posters to advertise the product and the service.<br>2) Record events resulting from the competition of the two stands and infer causes for differences and similarities. | f. Observe<br>Similarities<br>Differences<br>Ordering<br>Inferring Causes | f. Social Studies<br>Art<br>Math | f. | |

**GOAL: To develop children's thinking skills using Scott Foresman's read aloud story,** *The Junk Man.*

Levels 7 and 8

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| I. Using activities a-l children will become aware of a junk man as a worker in the world of work. | a. Recall the story, "Any Old Junk Today," What were some of the things the junk man did? Infer causes for his actions. | a. Recall<br>Similarities<br>Differences<br>Make choices<br>Infer causes | a. Social Studies | | a. |
| | b. Discuss the role of the junk dealer served in the story. Identify workers needed in setting up a sale. Infer causes for some articles selling better than others. | b. Recall<br>Similarities<br>Differences<br>Infer causes<br>Make choices | b. Social Studies | | b. |
| | c. Recall displays seen in shopping centers where items are sold. Discuss how items are arranged to make them appealing. Have some students who have visited stores report this information to the class to aid with the class to aid with the arrangements of goods for a sale. | Similarities<br>Differences<br>Make choices<br>Make choices | c. Social Studies | c. | c. |
| | d. Recall what students know about an auctioneer. Make inferences about why he does his job. Discuss how his work affects the buyer. | d. Recall<br>Infer causes<br>Infer effects | d. Social Studies | | |
| | e. Have the class prepare a letter to a local auctioneer asking him to participate in the class sale. | e. Recall | e. Social Studies<br>Language Arts | | |
| | f. Prepare questions to ask the auctioneer. Before he arrives, students share questions and tell why they want to ask each one. | f. Questioning<br>Making choices | f. Social Studies<br>Language Arts | | f. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | g. Have each child bring in a white elephant item they wish to sell. Arrange items attractively in a designated area of the room. | g. Observe<br>Make choices<br>Order | g. Art | g. | g. |
| | h. Predict which items will sell best and infer reasons why. Discuss how the other items could be made to sell better. Infer reasons why they would not be saleable. | h. Anticipate<br>Similarities<br>Differences<br>Infer causes | h. Social Studies | | |
| | i. Observe an auctioneer during a class sale. Notice his technique. Ask prepared questions. Infer cause and effects of his technique. | i. Observe<br>Recall<br>Infer causes<br>Infer effects<br>Make choices<br>Questioning | i. Social Studies<br>Language Arts | | i. |
| | j. Compare the class predictions of items which would sell most with the actual results. Choose a way of illustrating the results. | j. Recall<br>Observe<br>Similarities<br>Differences<br>Make choices | j. Social Studies | j. | j. |
| | k. Write a class thank-you card to the auctioneer. Some could illustrate note. Give reasons for writing thank-you notes to people. | k. Recall | k. Language Arts | | |

**GOAL: To develop children's thinking skills using Scott Foresman's read aloud story, *Eggs*.**

Levels 7 and 8

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| I. After hearing the story *Eggs*, and using activities a-g, the student will be aware of the role of a lawyer. | a. Recall the people you remember hearing about in the story. | a. Recall<br>Make choices | **a. Language Arts** | | a. |
| | b. Infer reasons for the actions of characters in the story. | b. Recall<br>Infer causes | b. Language Arts | b. | b. |
| | c. Share from past experiences things people know about lawyers. | | | | |
| | d. To learn more about what a ;awuer does, read "How Long Should A Man's Legs Be" and "No Trouble" on p. 77 of this anthology and other stories of Abraham Lincoln as a lawyer. | d. Recall | d. Language Arts | | |
| | e. Let children set up a mock trial in the room. Children not participating will consult with the lawyers and help them plan their case or be witnesses. Observe the roles of the lawyers. Give reasons and effects of their actions. Conclude about the case. | e. Observe<br>Recall<br>Make choices<br>Conclude | e. Social Studies<br>Drama<br>Language Arts | e. | e. |
| | f. Ask a member of the local bar association to tell the class about the work of a successful lawyer. | f. Observe<br>Make choices | f. Social Studies | | f. |
| | g. Role-play the mock trial again and integrate the tips of the lawyer. Compare the plays and observe differences. Give reasons for differences. | g. Recall | g. Social Studies<br>Drama | g. | |

## RESOURCES

1. Filmstrip:

   J 574-5 How a Plant Grows — **Sunflower Big As The Sun**
   J 581 How Plants Live and Grow
   J 574-5 Plants Change Through the Year

2. Films:

   Let's Watch Plants Grow — **Sunflower Big As The Sun**
   Plants are Different and Alike
   Cities Are Different and Alike
   Work around the World

   The Story of our Money System — **Hidden Valley**

3. Books:

   Campbell, Elizabeth, **Coins** J 737
   Walker, Leslie, **Plants,** Grossett Dunlap, New York, 1967
   Miner, Frances, **Growing Plants,** Capitol Publishing, New York, 1959

4. References:

   For the story, **Eggs**—Lawyer Referral Service, Columbus Bar Association, 40 S. 3—221-4112 for lawyers.
   For the story, **Junk Man**—Grove City Auction, 3680 N. Broadway, 875-0637, for auctioneers.
   For the story, **Hidden Valley**—Ohio National Coin Exchange, 716 N. High St.—294-2226, for coin collectors.

## PRIMARY

## THE NEWSPAPER: A FORM OF COMMUNICATION

**GOAL: To develop and build children's thinking skills by using the concept of the newspaper as a form of communication**

| SUGGESTED ACTIVITIES FOR UNIT INTRODUCTION | RATIONALE |
|---|---|
| 1. Bring a newspaper to school and read an article or two of interest to the children. Discuss the articles briefly. Then ask, "Do you get a newspaper at your house?" "What is the name of it?" "Do you look at the newspaper?" "What part do you like best?" | Newspapers are one of the most common and most widely used forms of written communication in our society. It is vital that the newspaper be understood so that it will be utilized appropriately. |
| 2. Make a collage using a variety of newspaper sections and headlines. Present it to children. Ask them to look at it and speculate the source. | Since newspapers are so widely used there are many published weekly, bi-weekly, and daily. Many people are needed for their production and distribution. |
| 3. Make a bulletin board entitled "What Is A Newspaper?" Ask each child to bring any one item from a newspaper for the bulletin board. This bulletin board can be utilized throughout the study. | It is the intent of this unit to develop an awareness of the newspaper and its importance in our society in an effort to develop an appreciation for and awareness of many of the workers involved in its production. |

| Objectives | Suggested Implementation Activities | Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| I. Given a newspaper, the child will tell in what ways selected individual family members use it. | a. Predict in what ways selected family members use the newspaper; record the predictions. (Ex. I predict that my ________ uses the newspaper for ________, ________ and ______) | a. Anticipating | a. Science<br>Language Arts |  | a. |
|  | b. Observe selected family member(s) as they use the newspaper. Record the findings from the observation. (Individual experience charts, stories, tape record, picture chart, pictures, pantomime.) | b. Observing<br>Making Choices | b. Social Studies<br>Language Arts<br>Art<br>Science | b. | b. |
|  | c. Interview the selected family members individually asking them in what way they use a newspaper. Communicate the results in some way (verbal or written). | c. Questioning<br>Making Choices<br>Recalling | c. Social Studies<br>Language Arts |  | c. |
|  | d. Compare predictions, observations, and the information obtained in the interview. Show this comparison in some way (pictures, booklets, retrieval chart). | d. Similarities<br>Differences<br>Ordering | d. Social Studies<br>Language Arts<br>Art | d. |  |
|  | e. Conclude about the uses made of the newspaper by the selected family member(s) based on the information shown in "d" above. | e. Concluding | e. Social Studies |  |  |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| II. Given a sharing session, the child will compare and contrast the uses made of the newspaper by fathers, mothers, boys, and girls. | a. Share in small groups the conclusions reached about the uses made of the newspaper by the selected family members(s). The small group would probably consist of those children who selected the same family member to observe and interview. Record the results for the group. | a. Recalling<br>Similarities<br>Differences<br>Concluding | a. Language Arts | | |
| | b. Make a large chart or graph showing the uses made of the newspaper by the family members such as fathers, mothers, young boys, young girls, older boys, older girls, grandmothers, and grandfathers. Compare and contrast the similarities and differences among the data presented. | b. Grouping<br>Similarities<br>Differences<br>Causes<br>Effects<br>Ordering | b. Language Arts | b. | |
| | c. Make booklets showing the uses made of the newspaper by the various family members (Ex. father books or mother books to which several children contribute; a booklet for each child done about selected members of his family). | c. Recalling<br>Classifying | c. Language Arts<br>Art | c. | |
| | d. Make an on-going class booklet showing different uses made of the newspaper as they are discovered. | d. Observing<br>Recalling<br>Differences | d. Language Arts<br>Social Studies<br>Art | d. | |
| III. Given a newspaper, the child will find and label three major sections. | a. Cut up several newspapers so that many different examples of each of the major newspaper components are available. Group them because of their similarities. Label each group according to the reason the group was made. This can be done individually or in pairs. | a. Observing<br>Similarities<br>Differences<br>Grouping<br>Labeling | a. Language Arts<br>Science | a. | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
|  | b. Give children new examples of each major component of the newspaper and ask them to classify each item in the appropriate group. | b. Observing<br>Similarities<br>Differences<br>Classifying<br>Concept Testing | b. Language Arts |  |  |
|  | c. Label the bulletin board examples which the children brought to school at the beginning of the unit. | c. Classifying<br>Labeling | c. Language Arts<br>Science |  |  |
|  | d. Bring whole newspapers into the classroom so that children, in pairs, can practice locating each of the major components and discuss ways of identifying each. | d. Observing<br>Recalling<br>Differences<br>Concept Testing | d. Language Arts |  |  |
|  | e. Analyze (observe) a Weekly Reader or its replacement, noting the major components. | e. Observing<br>Differences<br>Similarities | e. Language Arts |  |  |
|  | f. Compare/contrast the similarities and differences between the Weekly Reader and a daily newspaper and discuss the possible causes for the differences. | f. Observing<br>Similarities<br>Differences<br>Inferring Causes<br>Inferring Effects | f. Language Arts<br>Social Studies |  |  |
|  | g. Survey to find which section of the newspaper is the most/least popular. Record the results on a chart, a bar graph, a circle graph, and share it with others. (Children can predict, first, what they think they will find out.) | g. Ordering<br>Question ing<br>Concluding<br>(Anticipating) | g. Language Arts<br>Math | g. |  |
|  | h. Survey to find which section of the newspaper is read *first* by men, by women, by boys, by girls. Record the results in some way and share it with others. (Children can, first, predict about what they will find out.) | h. Questioning<br>(Anticipating)<br>Ordering<br>Concluding | h. Language Arts<br>Math<br>Art | h. |  |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | i. Look at advertisements and tell what is noticed first in them; give possible causes. | i. Observing<br>Causes | i. Language Arts<br>Art | | |
| | j. Write stories that would fit into the various sections of the newspaper (Ex. sports stories, stories for society section). | j. Similarities<br>Classifying<br>Making Choices | j. Language Arts<br>Arts | | j. |
| | k. Find something in the advertisements to buy. Write the cost. Count out the money (play money) necessary to buy it. | k. Observing<br>Recalling<br>Differences<br>Application<br>Making Choices | k. Language Arts<br>Math | k. | k. |
| | l. Find a variety of items in the advertisements. Find the total cost. Write a story problem about it. | l. Observing<br>Differences<br>Making Choices<br>Generalizing | l. Language Arts | | |
| | m. Write an ad for the classified section. Determine its cost. | m. Observing<br>Classifying<br>Generalizing | m. Language Arts<br>Math | | m. |
| | n. Make up some advertisements that are appealing to the reader. | n. Observing<br>Inferring<br>Feelings<br>Differences<br>Making Choices | n. Language Arts<br>Art<br>Math | n. | n. |
| IV. Given a page of a newspaper, the child will point to the headlines and explain their purpose(s). | a. Look at the use of color, various print styles and kinds of words in headlines and advertisements that make people want to read the articles. | a. Observing<br>Inferring Causes<br>Inferring Effects | a. Language Arts | | a. |
| | b. Write headlines for events. | b. Recalling<br>Making Choices<br>Inferring Feelings | b. Language Arts<br>Art | | b. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| V. Given a newspaper, the child will point to three different pictures and explain their purpose(s). | a. Cut pictures from a newspaper and record stories about them (tape, write, tell, pantomime). | a. Observing<br>Inferring Causes<br>Inferring Effects<br>Concluding<br>Anticipating<br>Making Choices | a. Language Arts<br>Social Studies | a. | a. |
| | b. Write the balloons or captions for cartoons taken from newspapers. | b. Observing<br>Causes<br>Inferring Effects<br>Inferring Feelings<br>Concluding<br>Making Choices | b. Language Arts | b. | b. |
| | c. Draw cartoons. | c. Observing<br>Generalizing<br>Making Choices | c. Language Arts<br>Art | c. | c. |
| | d. Cut up comic strips and sequence them. | d. Observing<br>Ordering | d. Language Arts | d. | |
| | e. Make up a comic strip. Share it with someone. | e. Ordering<br>Concluding | e. Language Arts | e. | e. |
| | f. Illustrate a news story. | f. Observing<br>Ordering<br>Inferring Causes<br>Inferring Effects<br>Inferring Feelings<br>Concluding<br>Application<br>Making Choices | f. Language Arts<br>Art | f. | f. |
| VI. Given a resource person from the newspaper industry, the child will prepare and present two questions regarding various types of work in the industry. | a. Prepare questions to be asked of each resource person. Mail the questions prior to the visit. | a. Recalling<br>Questioning | a. Language Arts<br>Math<br>Social Studies | | a. |
| | b. Invite a newspaper photographer to visit the class and explain and demonstrate his work. | b. Observing | b. Language Arts | | |
| | c. Invite newspaper writers to visit the class and explain and demonstrate his work. | c. Observing<br>Making Choices | c. Language Arts<br>Social Studies | | c. |
| | d. Invite a newsboy to explain his work to the class. | d. Observing | d. Language Arts<br>Social Studies | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference Subject Related Academic Outcomes | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | e. Invite a newspaper cartoonist to explain and demonstrate his work. | e. Observing | e. Language Arts<br>Art | | |
| | f. Invite school information officer to explain his work for the newspaper. | f. Observing | f. Language Arts | | |
| | g. Take a field trip to Weekly Reader Children's Book Club to see the Weekly Reader produced (refer to the Resources listing for arrangement procedures). | g. Observing | g. Language Arts<br>Social Studies<br>Art | | |
| | h. After each visitor to the school and field trip, develop a chart showing what was learned. | h. Recalling<br>Ordering | h. Language Arts<br>Social Studies | | |
| | i. Tape record an interview with one of the resource people. Use the tape as a source for clarification of information. File tape in Learning Center and catalogue if the person recorded gives his permission. | i. Observing<br>Making Choices | i. Language Arts | i. | i. |
| | j. Write a thank you note following each guest speaker and field trip. | j. Recalling | j. Language Arts<br>Art | | j. |
| | k. Write poetry and stories describing the work of those involved in the newspaper industry. Music, dioramas, murals, puppet shows, skits, stand-ups, and other media can be created to show some of the work done by individuals or groups in the newspaper industry. | k. Observing<br>Making Choices<br>Recalling<br>Similarities<br>Differences<br>Concluding<br>Inferring Feelings | k. Language Arts<br>Music<br>Art | k. | k. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | l. Portray individual workers through drama. Reproduce the dramatic representation in another art form (college, music, construction, paint). | l. Recalling<br>Inferring Feelings<br>Making Choices | l. Language Arts<br>Music<br>Art | l. | l. |
| | m. Read some of the resources listed. | m. Observing<br>Making Choices | m. Language Arts | | m. |
| | n. View the film/filmstrip listed. | n. Observing | n. Language Arts<br>Social Studies | | |
| | o. The teacher or older children can read resources materials to the children. | o. Observing | o. Language Arts | | |
| | p. Develop a notebook describing the work of one newspaper employee (written, pictures). | p. Observing<br>Recalling<br>Ordering<br>Inferring Effects<br>Inferring Feelings<br>Concluding | p. Language Arts<br>Art | p. | p. |
| | q. Develop and give a presentation that shows the sequence of a workman's day. | q. Observing<br>Recalling<br>Ordering | q. Language Arts<br>Art<br>Math | q. | |
| | r. Write articles describing who, what, why, where, how and when. | r. Observing<br>Recalling<br>Ordering<br>Causes<br>Inferring Effects | r. Language Arts<br>Social Studies | | |
| | s. Stage an event. Recall the details. Do a follow-up article for the newspaper. | s. Observing<br>Recalling<br>Questioning<br>Inferring Causes<br>Inferring Effects<br>Concluding | s. Language Arts<br>Social Studies | s. | s. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| VII. Given a field trip to a newspaper, a resource person, or a film, the child will describe through a medium of his choice the work of one of the employees. | a. All the activities, a-s, listed under objective VI apply also to this objective. Refer to them on previous pages. | | | | |
| VIII. Students will produce a class newspaper using activities listed in a-t. | a. To determine the contents of the class newspaper, refer to the surveys done previously showing the uses children make of the newspaper. | a. Observing<br>Recalling<br>Making Choices | a. Language Arts | a. | a. |
| | b. To determine the contents of the class newspaper, survey the class asking "What would you like to read about in our newspaper?" "What else do you think should be in our newspaper?" | b. Questioning<br>Making Choices | b. Language Arts | b. | b. |
| | c. List the sections of the newspaper that will be included in the class newspaper. | c. Observing | c. Language Arts | c. | c. |
| | d. List all the jobs needed to be done for the class newspaper. Each child selects the job most appealing to him. | d. Recalling<br>Differences<br>Making Choices | d. Language Arts<br>Social Studies | d. | d. |
| | e. Discuss the physical classroom organization in terms of the inter-relationships among the jobs. Include materials needed, time limits required, and work space needed for producing the classroom newspaper. | e. Recalling<br>Similarities<br>Differences<br>Ordering<br>Grouping<br>Inferring Causes<br>Inferring Effects | e. Language Arts<br>Math | e. | e. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | f. Make a map of the classroom organized for production of the newspaper. | f. Observing | f. Social Studies<br>Art<br>Language Arts<br>Math | f. | f |
| | g. Write articles, draw cartoons, take photographs, make up advertisements, and write headlines for use in the class newspaper. | g. Making Choices<br>Concluding | g. Language Arts<br>Art | g. | |
| | h. Forecast the weather and compare predictions with the actual weather. This can be graphed and shown in the newspaper. | h. Observation<br>Recalling<br>Similarities<br>Differences | h. Math<br>Language Arts<br>Science<br>Social Studies | h. | |
| | i. Interview persons of interest to the student population (could be taped) and write up the interview for the newspaper (Ex. mayor, fireman, policeman, Scout Leader, librarian, coach, golden ager, principal, teacher, photographer.) | i. Questioning<br>Concluding<br>Making Choices<br>Recalling | i. Language Arts<br>Social Studies | | i. |
| | j. Do a variety of surveys that would be of interest to the children. Report the surveys and their results in the newspaper. (Children can, first, predict about what they will find out.) | j. Questioning<br>Concluding<br>(Anticipating) | j. Language Arts<br>Math<br>Art | j. | j. |
| | k. Measure the size of articles and pictures to be used. Determine how many will fit and in what arrangement(s) on one page. Children can measure with bottle caps, rigatoni, meter sticks, inch cubes. | k. Observing<br>Similarities<br>Differences<br>Ordering<br>Making Choices | k. Math<br>Language Arts | k. | k. |
| | l. Compare in a graph the length and/or width of various articles in the class newspaper. | l. Observing<br>Similarities<br>Differences | l. Math<br>Language Arts | l. | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | m. Evaluate the process of making and distributing a class newspaper by discussing what is going well, what is not going well, and recommending changes (improvements). How children could help each other would be appropriate to include. | m. Observing<br>Recalling<br>Inferring Causes<br>Inferring Effects<br>Inferring Feelings<br>Concluding<br>Questioning<br>Making Choices<br>Anticipating | m. Language Arts<br>Social Studies | | m. |
| | n. Solicit articles from other classes in the school, and expand the production and distribution of the class newspaper. | n. Classifying<br>Generalizing<br>Making Choices | n. Language Arts<br>Art | | n. |
| | o. Determine the approximate cost of producing the class newspaper. | o. Anticipating<br>Concluding | o. Math | | |
| | p. Make oversized newspaper sections and compile them into an oversized newspaper. | p. Recalling<br>Grouping<br>Labeling<br>Classifying | p. Social Studies<br>Language Arts<br>Math<br>Art | p. | |
| | q. Write and illustrate individual books about the work of different newspaper employees. | q. Recalling<br>Classifying<br>Inferring Causes<br>Inferring Effects<br>Inferring Feelings<br>Concluding | q. Language Arts<br>Art | | q. |
| | r. Compile a class booklet, a model, a showcase, or display of the workers and their equipment. | r. Recalling<br>Classifying | r. Language Arts<br>Art<br>Social Studies | r. | |
| | s. Compile a class booklet, a flow chart, or a diary showing the process the class used in publishing and distributing the newspaper. | s. Observing<br>Recalling | s. Language Arts<br>Math | s. | |
| | t. Search out various ways of printing a newspaper. Decide from among them the way to print the class newspaper. | t. Observing<br>Recalling<br>Differences<br>Similarities<br>Making Choices | t. Social Studies<br>Science<br>Art | | t. |

## FIELD TRIP

Weekly Reader Childrens Book Club,
1250 Fairwood Avenue, Columbus, Ohio

Telephone: 253-7471 Extension 322 or 348. Contact Mr. J. R. Vogel or Betty Ruetsch for arrangements. Children of any age accepted. Maximum of 60 per trip, toured in groups of ten.

## RESOURCES—BOOKS

Meshover, Leonard. **You Visit A Newspaper—Television Station.** Chicago: Benefit Press, 1965 (# 050062)

Wildinson, Jean and Ned. **Come to Work With Us in A Newspaper.** Chicago: Childrens Press, (Sextant Systems), 1971

Simpson, Wilma W. **About News and How It Travels.** Melmont, 1960.

Chapin, Cynthia. **News Travels: Local Communication.** Chicago: Albert Whitman and Company, 1967.

Baker, Nina Brown. **Nellie Bly: Reporter.** Scholastic Publications, 1956. (Reprint 1969)

Feigenbaum, Lawrence. **This Is A Newspaper.** Follett Publications, 1965.

Soatin, Laura. **Let's Go To A Newspaper.** Putnam, 1956.

Greene, Carla. **I Want To Be A News Reporter.** Childrens Press, Inc., 1958.

## FILMSTRIPS

**The Neighborhood Newspaper Store.** Eye Gate House, Inc. #107-G.

## FILM

**A Newspaper Serves A Community.** 13 Min., Color, Grandview Public Library

## TEACHER RESOURCES—BOOKS

Brown, Donald E. **How America Gets Its News.** Chicago: Rand McNally and Company, 1967

Lepthien, Emile and Erna F. Heintz. **Communication and You.** Chicago: Rand McNally and Company, 1966.

## NEWSPAPERS

**Citizen Journal** and **Columbus Dispatch** will send out newspapers for two weeks for a study. The Public Relations Department should be contacted for arrangements.

Intermediate

## THE NEWSPAPER: A MEANS OF COMMUNICATION

**GOAL: To develop and build children's thinking skills by using the concept of the newspaper as a means of communication**

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| I. Given a list of workers in the newspaper industry, students will demonstrate their skills in observing, recalling and noting differences among editorial, business, and mechanical divisions. | a. Students will prepare a chart showing the workers that work in the three divisions of a newspaper, i.e., editorial, business, mechanical. | a. Recalling | a. Social Studies | | |
| | b. Having made a chart showing the various workers involved in each of the divisions of a newspaper, students will orally compare and contrast similar workers. | b. Recalling<br>Similarities<br>Differences<br>Making choices | b. Social Studies<br>Language Arts | | b. |
| | c. Having orally compared and contrasted similar workers, students will select two or three similar workers from different divisions of the newspaper, and with a partner, research to find out all the similarities and differences between them. Students will select the best method to record their information. | c. Recalling<br>Similarities<br>Differences<br>Making choices | c. Language Arts<br>Social Studies | | c. |
| | d. Students will make up a spelling list of words pertaining to workers in one of the three divisions of a newspaper. The words may be the names of the workers, the tools they use, the places they work, the jobs they do, etc. Students will make up a spelling list for each of the divisions. | d. Recalling<br>Making choices | d. Language Arts | | d. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | e. Students will interview a worker in the newspaper industry. The information obtained can be taped for others to use or written in a report and displayed. | e. Recalling<br>Making choices<br>Questioning | e. Language Arts<br>Social Studies | | e. |
| | f. Students will build a vocabulary chart of words pertaining to the newspaper industry and the workers involved. | f. Recalling | f. Language Arts | | |
| | g. Given a specific worker in the newspaper industry, students will research the worker. The information will be put on a wallsized retrieval chart. | g. Observing<br>Recalling<br>Similarities<br>Differences<br>Concept labeling | g. Language Arts<br>Social Studies | g. | |
| | h. Given a specific worker in the newspaper industry, students will determine the advantages and disadvantages, type of environment and limitations apparent in his work. | h. Recalling<br>Similarities<br>Differences<br>Anticipating | h. Social Studies<br>Language Arts | | h. |
| | i. Students will play a game called "Name that Job" using two teams of equal size and having each team show different jobs to the other team for them to identify. | i. Recalling<br>Similarities<br>Differences<br>Labeling | i. Social Studies<br>Language Arts | | |
| | j. Given pictures of workers in the newspaper industry, students will be able to tell in what kind of setting each person works. | j. Recalling<br>Similarities<br>Differences | j. Social Studies | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | k. Given a list of workers in the newspaper industry, students will select a worker, gather information about that occupation, qualifications, training salary, and working environment. Student will record this information with appropriate illustrations. These will then be compiled into a class booklet. | k. Recalling<br>Making choices | k. Language Arts<br>Social Studies | k. | k. |
| | l. Using the format for "What's My Line," students will develop a set of questions about occupations in the newspaper industry, and then play "What's My Line." | l. Recalling<br>Questioning<br>Labeling | l. Social Studies<br>Language Arts | | |
| | m. Given a specific worker students will pantomime his job and have the rest of the class guess who he is portraying. | m. Recalling | m. Social Studies<br>Language Arts | m. | |
| | n. Working with a partner, students will look for pictures of workers involved in one of the three divisions of a newspaper and display them in an attractive manner. | n. Similarities<br>Differences<br>Making choices | n. Social Studies<br>Art | n. | n. |
| | o. Given an envelope containing specific letters which spell out the name of a worker in the newspaper industry, students will unscramble the word and write about the worker telling what he does, where he works, and how he helps in the production of a newspaper. They will draw a picture to go with the story. | o. Recalling<br>Similarities | o. Language Arts<br>Social Studies | o. | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| II. Given the three main divisions of the newspaper industry, the students will state in their own words the main responsibility of each division. | a. Given a specific worker in the newspaper industry, students will determine if he works with people, data, things or a combination of the three. | a. Recalling<br>Similarities<br>Differences<br>Making choices | a. Language Arts<br>Social Studies | | a. |
| | b. Given one of the three divisions of the production of a newspaper, students will determine if the workers within the division work mainly with people, data, things or a combination of the three. | b. Recalling<br>Similarities<br>Differences<br>Making choices | b. Social Studies<br>Language Arts | | b. |
| | c. Given a list of workers in the newspaper industry, students will categorize them as providing either goods or services or both. | c. Recalling<br>Similarities<br>Differences<br>Making choices<br>Grouping<br>Labeling | c. Social Studies<br>Language Arts | | c. |
| | d. Given a specific worker in the newspaper industry, students will be able to tell why he is important. | d. Recalling<br>Making choices<br>Inferring causes<br>Inferring effects | d. Language Arts<br>Social Studies | | d. |
| | e. Students will decide which "job" families use the same kind of skills for one type of work and may qualify that worker for other jobs. A diagram is to be made illustrating a job family. | e. Making choices<br>Similarities<br>Differences | e. Language Arts<br>Social Studies | e. | |
| | f. Students will make a mobile showing a specific worker in the newspaper industry, various jobs he is responsible for, and tools he uses. | f. Recalling<br>Making choices<br>Similarities<br>Differences | f. Language Arts<br>Social Studies<br>Art | f. | |
| III. Students will identify qualifications for a specific job within newspaper industry. | a. Students will make crossword puzzles using names of workers, their tools, and working conditions. | a. Recalling<br>Making choices | a. Social Studies<br>Language Arts | | a. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
|  | b. Given a list of workers in the newspaper industry, students will categorize them according to their working hours. (Ex. nights, days, varied hours or set hours). | b. Recalling<br>Similarities<br>Differences<br>Grouping<br>Labeling | b. Language Arts<br>Social Studies |  |  |
|  | c. Given a list of tasks performed by a worker in the newspaper industry, students will be able to determine if he is creating, preserving or changing items in his environment. | c. Recalling<br>Similarities<br>Differences | c. Language Arts<br>Social Studies |  | c. |
|  | d. Given a list of several workers in the newspaper industry, students will be able to state some personal characteristics which are more necessary to one worker than another. | d. Recalling<br>Similarities<br>Differences<br>Grouping<br>Labeling | d. Language Arts<br>Social Studies |  |  |
|  | e. Given a list of types of limitations which an individual might possess, students will be able to pick one kind of work the person would be able to do in the newspaper industry, and one kind he would be unable to do. | e. Recalling<br>Similarities<br>Differences<br>Making choices<br>Anticipating | e. Social Studies<br>Language Arts |  | e. |
|  | f. Given a list of worker traits and job descriptions students will be able to match desired traits with appropriate jobs. | f. Recalling<br>Similarities<br>Differences<br>Making choices | f. Social Studies |  | f. |
|  | g. Given a list of various types of talents, students will list two or three workers in the newspaper industry who might utilize those abilities effectively. | g. Recalling<br>Making choices | g. Language Arts<br>Social Studies |  | g. |

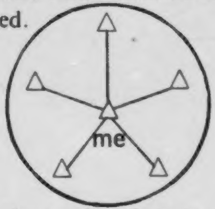
| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | h. Given the name of a specific worker, students will describe the worker's work behaviors while the other students attempt to determine the job held by the person. | h. Recalling<br>Similarities<br>Differences<br>Making choices | h. Language Arts<br>Social Studies | | h. |
| | i. Students will make booklets portraying or advertising the characteristics of different jobs including training needs. | i. Recalling<br>Similarities<br>Differences<br>Concluding | i. Language Arts<br>Social Studies | i. | i. |
| | j. Given a specific occupation in the newspaper industry, students in pairs will role-play those occupations with emphasis on training, skills, limitations, and advantages of the occupation. | j. Recalling<br>Similarities<br>Differences<br>Making choices | j. Language Arts<br>Social Studies | j. | j. |
| | k. Students will plan a comedy show around workers who don't fit their particular job. | k. Recalling<br>Similarities<br>Differences<br>Making choices | k. Language Arts<br>Social Studies | k. | k. |
| | l. Students will draw cartoons of workers who don't seem to fit their work. | l. Recalling<br>Similarities<br>Differences<br>Making choices | l. Language Arts<br>Social Studies<br>Art | | l. |
| IV. Given specified workers from each division of the newspaper industry, students will be able to describe the interdependency of those workers and their tasks through role-play, murals, charts, or pictures. | a. Students will make a chart to illustrate that responsibility for one job is often shared by several workers. | a. Recalling<br>Inferring feelings<br>Inferring effects<br>Making choices | a. Language Arts<br>Social Studies | a. | a. |
| | b. Students will plan and draw a mural showing the steps in producing a newspaper. | b. Recalling<br>Differences<br>Similarities<br>Making choices<br>Grouping<br>Ordering | b. Language Arts<br>Social Studies | b. | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | c. Groups of students will design a circular chart depicting the interdependency of workers within the industry. Each group will explain its chart to the class. | c. Recalling<br>Similarities<br>Differences<br>Making choices | c. Language Arts<br>Social Studies | c. | c. |
| | d. Given a list of workers and the jobs they do, students will make a time line showing steps in producing a newspaper. | d. Recalling<br>Similarities<br>Differences<br>Ordering | d. Math<br>Social Studies | | |
| | e. Students will role-play a day in the newspaper industry in which one group of workers was absent. This can be repeated for several jobs. | e. Recalling<br>Inferring effects<br>Anticipating | e. Language Arts<br>Social Studies | e. | e. |
| | f. See I b | f. Recalling<br>Similarities<br>Differences<br>Making choices | f. Language Arts<br>Social Studies | | f. |
| | g. See I c | g. Making choices<br>Similarities<br>Differences | g. Social Studies<br>Language Arts | | |
| | h. See I o | h. Recalling<br>Similarities<br>Differences<br>Inferring effects | h. Language Arts<br>Social Studies | | |
| | i. See II d | i. Recalling<br>Making choices<br>Inferring causes<br>Inferring effects | i. Social Studies<br>Language Arts | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| V. Each student will participate in the preparation of a class or school newspaper by completing at least five activities listed in a. | (a through s may be helpful in developing class or school newspaper.) | | | | |
| | a. Students will identify the who, what, where, when, and how of a given newspaper article and state why each is important. | a. Observing<br>Questioning<br>Similarities<br>Differences<br>Inferring feelings<br>Inferring effects<br>Concluding | a. Language Arts<br>Social Studies | | a. |
| | b. Students will write a newspaper article about something which occurred in their neighborhood. The article will include the who, what, where, when, and how of the situation. | b. Recalling<br>Similarities<br>Differences<br>Inferring causes<br>Questioning | b. Language Arts<br>Social Studies | | |
| | c. Given a newspaper article from which the headline has been removed, the student will write an appropriate headline. | c. Observing<br>Making choices | c. Language Arts | | c. |
| | d. Given a news article and five possible headlines for the article, the child will pick the most appropriate headline for the article according to the content of the article. | d. Observing | d. Social Studies<br>Language Arts | | d. |
| | e. Given two news articles (from two newspapers) which cover the same topic, students will identify similarities and differences in the articles and state possible reasons for these variations. | e. Observing<br>Similarities<br>Differences<br>Inferring causes | e. Language Arts | | e. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | f. Given a situation, the student will write two news articles: one pretending he was on the scene when it happened and one pretending he arrived one hour later. These will be read in small groups. Members of group will identify differences in the articles. | f. Observing<br>Similarities<br>Differences<br>Anticipating | f. Language Arts<br>Social Studies | | f. |
| | g. Given a newspaper article, the student will identify observations and inferences which were made by the reporter. | g. Observing<br>Differences<br>Similarities<br>Inferring causes<br>Inferring effects | g. Language Arts | | g. |
| | h. Given two newspaper advertisements, the students will identify what methods were used to promote the given product. (Ex. a catchy word or phrase, a splashy picture.). | h. Observing<br>Similarities<br>Differences<br>Inferring causes<br>Inferring effects | h. Social Studies<br>Language Arts | | h. |
| | i. Given a make-believe product, students will write a newspaper advertisement for the product. They will identify the technique they used to promote their product. | i. Recalling<br>Similarities<br>Differences<br>Making choices<br>Anticipating | i. Social Studies<br>Language Arts | | i. |
| | j. Students will make up a comic strip for a newspaper. | j. Recalling<br>Making choices | j. Language Arts<br>Art | | j. |
| | k. Given a comic strip which has had the headings removed the child will write new headings for the comic. He will then compare his headings with the original headings. | k. Observing<br>Similarities<br>Differences<br>Making choices | k. Language Arts | | k. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | l. Working in pairs, students will write "Dear Abby" letters to each other explaining their problems. Their partners will answer the letter giving appropriate advice. | l. Recalling<br>Inferring feelings<br>Inferring causes<br>Inferring effects<br>Making choices | l. Language Arts | | l. |
| | m. Given a paragraph with detailed sentences written in a confusing manner, students will correct the paragraph making it shorter, more concise, and to the point. | m. Observing<br>Similarities<br>Differences<br>Making choices | m. Language Arts | | m. |
| | n. Given a grammatically incorrect paragraph, the child will proofread the paragraph, correcting at least 90% of the grammatical errors. | n. Observing<br>Making choices | n. Language Arts | | |
| | o. Using the formulas for area and perimeter, the child will state how many articles of varying sizes would fit on a given sheet of news print. | o. Observing<br>Differences<br>Similarities<br>Making choices | o. Math | | |
| | p. Aware of the various jobs in the newspaper industry, the children will decide what position they would like to hold on the class or school newspaper staff. | p. Recalling<br>Similarities<br>Differences<br>Making choices | p. Language Arts<br>Social Studies | | p. |
| | q. Students will role-play situations in which they needed to work together with another worker on the news staff in order to complete a necessary task. | q. Recalling<br>Inferring feelings | q. Language Arts<br>Social Studies | q. | q. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | r. Each student will write a paragraph explaining at least two situations in which interaction occurred between his job and other jobs on the news staff. | r. Recalling<br>Similarities | r. Language Arts<br>Social Studies | | r. |
| | s. Students will draw a picture in the form of a wheel with spokes. At the center the student will draw himself and explain his task in getting the paper produced. Each spoke will represent pictorally the other news staff members he depended on and with whom he interacted.  | s. Recalling<br>Similarities<br>Differences<br>Inferring causes<br>Inferring effects<br>Inferring feelings | s. Language Arts<br>Social Studies<br>Art | s. | s. |
| VI. Choosing a worker from the newspaper industry, the student will state the interaction of the worker and the community or society in relation a activities a through i. | a. Students will select one of the three main divisions of the newspaper industry and list at least five outside workers. | a. Recalling<br>Making choices | a. Social Studies | | a. |
| | b. Students will list 10 different reasons why people use the newspaper. (Ex. housewife-grocery sales.) | b. Recalling<br>Making choices<br>Inferring causes<br>Inferring effects<br>Anticipating | b. Language Arts<br>Social Studies | | b. |
| | c. Students will construct a chart showing uses of a newspaper. | c. Recalling<br>Making choices | c. Social Studies | c. | |
| | d. Students will survey their families (or neighborhoods) to find out which part of the newspaper is most important to them. | d. Questioning<br>Making choices<br>Inferring causes<br>Inferring effects | d. Language Arts<br>Social Studies | | d. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | e. Students will construct a chart or graph showing the results of their survey. | e. Recalling<br>Ordering | e. Social Studies | | |
| | f. Students will list ways in which people received their Newspaper. | f. Recalling<br>Grouping | f. Social Studies | | |
| | g. Given a situation, the student would state how he would use a newspaper to solve his problem. (Ex. If he lost his dog.) | g. Recalling<br>Inferring cause<br>Inferring effects<br>Anticipating | g. Social Studies<br>Language Arts | | g. |
| | h. See III e for related activity. | h. IIIe | h. III e | h. III e | h. III e |
| | i. See III i | i. III i | i. III i | i. III i | i. III i |
| VII. Students will give written or verbal description of the uses of the newspaper in our society. | a. Students will make a bulletin board display of newspaper clippings of controversial subjects in our society showing pros and cons. | a. Recalling<br>Similarities<br>Differences<br>Inferring causes<br>Inferring effects | a. Language Arts<br>Social Studies | | a. |
| | b. Using a map or globe students will pinpoint or trace where newsworthy events are occuring. | b. Recalling<br>Making choices | b. Social Studies | | b. |
| | c. Students will write a story about a town whose newspaper factory "disappeared." | c. Recalling<br>Inferring effects<br>Anticipating | c. Social Studies<br>Language Arts | | c. |
| | d. Students will construct and maintain a bulletin board on current events in world, national, state and local news. | d. Recalling<br>Making choices | d. Social Studies<br>Language Arts | d. | d. |
| | e. Choosing a particular area (U.N., space, sports), students will keep a file of articles pertaining to that area. | e. Recalling<br>Making choices | e. Social Studies | | e. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | References To Subject Related Academic Outcomes | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | f. Students will list at least three news gathering agencies and describe their work. | f. Recalling<br>Making choices | f. Language Arts<br>Social Studies | | |
| | g. Students will prepare a classified ad for something they own. | g. Recalling<br>Making choices | g. Language Arts<br>Social Studies | | |
| VIII. Given a specific set of facts, students will be able to make a bar graph, pictograph, or line graph of activities a through k. | a. Using a list of the workers in the newspaper industry the students will name the workers in each division and compare the number of different kinds of works by transcribing the information on a graph. | a. Observing<br>Similarities<br>Differences<br>Ordering | a. Language Arts<br>Social Studies | | |
| | b. Using figures on the number of trees, paper, and materials needed to produce a newspaper, the students will construct a pictograph and bar graph. | b. Observing<br>Similarities<br>Differences<br>Concluding<br>Ordering | b. Math<br>Social Studies | b. | |
| | c. Using a number line of dates, the students will record major developments in the history of the newspaper and of the newspaper in Franklin County. | c. Recalling<br>Similarities<br>Differences<br>Ordering<br>Concluding | c. Math<br>Social Studies | | |
| | d. After locating data about the newspapers in the Franklin County area and their subscription sales, the students will construct graphs to show these sales and comparisons to other newspapers in the area. | d. Recalling<br>Similarities<br>Differences<br>Ordering | d. Social Studies<br>Math | d. | |
| | e. See I a | e. | c. | | |
| | f. See I b | f. | f. | | |
| | g. See I g | g. | g. | | |
| | h. See II e | h. | h. | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Reference To Subject Related Academic Outcomes | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
|  | i. See I b | i. | i. |  |  |
|  | j. See I c | j. | j. |  |  |
|  | k. See I d | k. | k. |  |  |
|  | l. See I e | l. | l. |  |  |
|  | m. See I d | m. | m. |  |  |
| IX. Given the steps in producing a newspaper the children will record this information in outline form. | a. Given a set of pictures showing newspaper production, the students will arrange the pictures in sequential order. | a. Observing<br>Differences<br>Similarities<br>Ordering | a. Social Studies | a. |  |
|  | b. Given information about one division's duties in producing a newspaper, the students will group and arrange them in outline form. | b. Observing<br>Differences<br>Similarities<br>Grouping | b. Social Studies<br>Language Arts |  |  |
|  | c. Given ten steps in producing a newspaper, the students will list the steps in sequential order. | c. Observing<br>Differences<br>Similarities<br>Ordering | c. Social Studies |  |  |

## RESOURCE—BOOKS

Wilkonson, **Come to Work with Us in A Newspaper**

Meshover, Leonard, **You Visit a Newspaper Television Station.** Chicago: Benefic Press, 1965.

Chapin, Cynthia, News Travels: **Local Communication.** Chicago: Albert Whitman & Co., 1967.

Baker, Nina Brown, **Nellie Bly: Reporter**

Feigenbaum, Lawrence, **This is a Newspaper**

Soatin, Laura, **Let's Go to a Newspaper**

Greene, Carla, **I Want to Be a News Reporter**

## FILMS

Columbus Public Library—**Newspaper Story**

Grandview—**How to Read Newspapers, A Newspaper Serves Its Community, Printing Through the Ages**

Columbus Schools Audio-Visual Department—**A Very Important Person—#1447**

## FILMSTRIPS

**The Newspaper—** McGraw-Hill

**The Neighborhood Newspaper**—Eye Gate House, Inc., #107G

## MATERIALS TO SEND FOR

Educational Council of the Graphic Arts Industry
1411 K Street, N. W.
Washington, 5, D.C.
**"Clear Opportunities in the Printing Industry"**

Milwaukee Journal
Milwaukee
**"Journalism as a Profession"**

New York Life Insurance Company
51 Madison Avenue
New York, New York 10010
**"Should Your Child Be a Newspaper Man"**

Columbus Dispatch
Free copies of the newspaper for 2 weeks

Cleveland Plain Dealer

Citizen Journal
Free copies of the newspaper for 2 weeks

## FIELD TRIPS

1. American Education Publication (Weekly Readers)
2. Columbus Dispatch
3. Grove City Record
4. The Apartment News
5. The Booster
6. The Catholic Times
7. Columbus Call and Post
8. Columbus Onyx
9. Daily Reporter
10. Dublin Forum
11. Eastern Spectator
12. Hilliard Northwest News
13. Hilltop West News
14. Also look in the Yellow Pages of the Phone Book

## TEACHER RESOURCES—BOOKS

**The Compact History of the American Newspaper,** John Tebbel, Hawthorne Books, Inc. 1963

**Headlines & Deadlines,** Robert E. Garst & Theodore M. Bernstein, Columbus University Press, New York, 1961

**The Printers,** Leonard Everett Fisher, Franklin Watts Publication, New York, 1965.

**How America Gets Its News,** Donald E. Brown, Chicago, Rand McNally & Co., 1967

**Communication and You,** Emile and Erna F. Heinty, Chicago, Rand McNally & Co., 1966

**Gathering the News,** Terry Wm. Perkins, Scholastic Book Services

**Our Wonderful World Anthology,** Encyclopedia, Groiler, New York

## USEFUL VOCABULARY TERMS

linotype
banner
medium
advertisement
headline
feature
editorial
copyreader
wire service
cartoon
subscription
foreign news
media
opinion
communications
reporter
plagiarism
publisher
byline

sensational news
morgue
political news
local news
newspaper
obituary
pressman
social news
cultural news
syndicate
censored news
form
proofread
weekly
dateline
libel
classified advertising
display advertising

column (2 meanings)
editorial cartoon
newspaper responsibility (responsibility of the press)
line
daily
caption
compositor
comic

## Intermediate Level

## NUTRITION

**RATIONALE:**

This unit has been developed to be used in conjunction with the nutrition unit implemented into our district by the Columbus Milk Council. Use of the "Big Ideas in Nutrition Education and How to Teach Them—Grades 4-6" is helpful but not necessary to make this careers unit effective.

The "Big Ideas in Nutrition" are divided into five areas and into ten specific objectives which are behaviorially stated. For greater facility, we have referred to those Big Ideas Objectives to which our objectives and activitiees are related. For those teachers not using the "Big Ideas Unit" we have listed their categories and objectives and the number of our objective to use as a guideline and reference.

| BIG IDEA NUMBER | BIG IDEA OBJECTIVE | CAREER OBJECTIVE |
|---|---|---|
| #1—Nutrients as supplied by the four major food groups | 1. Identifying nutrients | None |
| | 2. Identifying body uses of nutrients | I. Careers related to medicine and nutrition: nurses, doctors, dentists and dieticians |
| | 3. Grouping foods by nutrients—four food groups | None |
| | 4. Discussing effects of a balanced diet | II. Careers related to science investigations—scientists, lab technicians |
| #2—Selecting a balanced diet | 5. Planning meal for one day | III. Careers related to (discussion of similarities and differences) dieticians and cooks. |
| | | IV. Simulated activities by students related to cooks and dieticians. |
| #3—Environmental influences on food choices | 6. Classifying foods eaten by people from other countries | V. Workers in foreign restaurants |
| | 7. Comparing foods grown in an area to those eaten there. | VI. Farmers and those who raise the food. |
| #4—Food processing | 8. Types of processed food | VII. Careers in factories which process foods. |
| #5—Consumer and consumer education | 9. Product labels and the information required on them. | VIII. Careers related to factory labelers. |
| | | IX. Careers related to government agencies that pick the consumer |
| | 10. Advertising techniques (recognizing misleading advertising). | X. Careers related to advertising and their agencies. |
| | Our own concluding objective | XI. Tracing a food from origin to sale—emphasize people who do it. |

**GOAL: To develop and build children's thinking skills by using the concept of nutrition**

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| I. The students will be able to identify those workers involved with nutrition. | a. Students will list medical workers concerned with nutrition. | a. Recall | a. Social Studies | | |
| | b. Students will pick out a worker and role-play a worker performing a task related to nutrition. | b. Making choices<br>Recall | b. Language Arts<br>Social Studies | b. | b. |
| | c. Students will collect pictures from magazines (or draw pictures) showing medical workers and write a paragraph explaining their work in nutrition. | c. Similarities<br>Differences | c. Art<br>Language Arts | c. | |
| | d. Students will plan a menu for a patient on a 1000-calorie diet. | d. Recall | d. Math | | |
| | e. Boys and girls need about 33 calories of food energy for pound of body weight. Students will find out how many calories you need each day. | e. Recall | e. Math<br>Science | | |
| II. Students will demonstrate an understanding of the work of research scientists in the area of nutrition. | a. After discussing the right and wrong treatment of animals in experiments the students will role-play scientists taking care of animals. (Invite a speaker from O.S.U.) | a. Recall<br>Similarities<br>Differences | a. Language Arts<br>Social Studies | a. | |
| | b. Students will pick out a famous scientist and research his contribution to the field of health. (Salk, Fleming) | b. Recall<br>Making choices | b. Social Studies<br>Language Arts<br>Science | | b. |
| | c. Students will record, graph or chart information received from an experiment with rats using various diets. (See Big Ideas #4) | c. Recall<br>Ordering<br>Similarities<br>Differences | c. Science<br>Math<br>Language Arts | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | d. Students will write letters to food companies asking for information about how they test foods. | d. Recall<br>Making Choices | d. Language Arts<br>Social Studies | | d. |
| III. Children will be able to identify differences and similarities between the jobs of cooks and dieticians and state how each job relates to good nutrition. | a. Children will write letters inviting the head cook of the school to speak to the class on her job responsibilities. | a. Recall | a. Language Arts | | |
| | b. Children will write similar letters to the head dietician of the school system. | b. Recall | b. Language Arts | | |
| | c. A small group of children will interview the head cook from another institution. | c. Recall<br>Questioning | c. Language Arts | | |
| | d. Another group of children will interview a dietician from an institution such as the hospital or nursing home. (If interviews by children are not possible, the teacher might contact various cooks and dieticians of the community and ask them to speak.) | d. Recall<br>Questioning | d. Language Arts | | |
| | e. Children will make a chart showing the jobs of the cook. | e. Recall<br>Ordering | e. Language Arts<br>Social Studies | e. | |
| | f. Children will make a similar chart for the responsibilities of the dieticians. | f. Recall<br>Ordering | f. Language Arts<br>Social Studies<br>Art | f. | |
| | g. Children will identify jobs which are similar from these two charts by connecting them with string or yarn. | g. Recall<br>Similarities<br>Differences | g. Language Arts<br>Social Studies | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
|  | h. Children will show the interdependency of the jobs of cooks and dietician by making a circular flow chart which includes the responsibilities of both occupations. Arrows could be used to connect interdependent responsibilities. | h. Recall<br>Similarities<br>Differences | h. Social Studies<br>Language Arts |  |  |
|  | i. Children will list educational or experiential prerequisites of each job. | i. Recall | i. Language Arts<br>Social Studies |  |  |
|  | j. Children will interview the cook and dietician they know best—their mother. They might find out the steps she takes in planning and preparation of healthy meals. | j. Recall<br>Questioning | j. Language Arts<br>Science<br>Health<br>Social Studies |  |  |
|  | k. Using information from j, children will label mother's tasks in planning and preparing meals. These could be labeled as jobs usually falling to cook or to the dietician. | k. Recall<br>Differences<br>Similarities<br>Ordering | k. Social Studies<br>Language Arts |  |  |
|  | l. Children will draw a mural in three parts. The parts might show: 1. jobs of the dietician, 2. jobs of cooks, 3. healthful meals which result from their hard work. | l. Recall<br>Similarities<br>Differences | l. Art<br>Social Studies<br>Science<br>Health | l. |  |
|  | m. Children will make a movie roll showing the various steps dieticians and cooks use to bring us good meals. | m. Recall<br>Ordering | m. Art<br>Science/<br>Health | m. |  |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | n. Given a list of tasks performed by cooks and dieticians, children will distinguish which task usually falls to which occupation and which tasks are shared. A game could easily be out of this activity. | n. Recall<br>Differences<br>Similarities | n. Social Studies | | |
| IV. Given the knowledge of the responsibilities of cooks and dieticians, as gained from preceding objective, children will participate in simulated activities representative of these occupations. | a. Working together the class will plan and prepare a simple but balanced meal in the way a dietician and cooks do. | a. Recall<br>Ordering<br>Making Choices | a. Art<br>Science/ Health | a. | a. |
| | b. Children will write a school lunch menu which demonstrates knowledge of the need for food from the four food groups. | b. Recall<br>Similarities<br>Differences | b. Art<br>Science/ Health | | |
| | c. Given magazine pictures of food, children will select pictures which would represent a balanced meal and glue them to colored paper. | c. Recall<br>Similarities<br>Differences<br>Ordering<br>Making Choices | c. Art<br>Science/ Health | | c. |
| | d. Given a menu lacking in one food nutrient children will identify the missing nutrient. | d. Recall | d. Science/ Health | | |
| | e. Children will role-play a job performed by cooks and dieticians. | e. Recall | e. Language Arts | e. | |
| | f. Children will pantomime a of a cook or dietician and have the rest of the class guess which job it is. | f. Recall<br>Similarities<br>Differences | f. Language Arts | f. | |
| | g. A small group of children will plan and perform a skit dealing with these two occupations. | g. Recall | g. Language Arts | g. | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | h. Children will draw pictures showing results of these situations:<br>1. A meal well planned by by a dietician.<br>2. A meal planned by a poor dietician.<br>3. A meal prepared by an experienced cook.<br>4. A meal planned by an inexperienced cook. | h. Recall<br>Similarities<br>Differences | h. Art<br>Science/Health | | |
| | i. Children will plan a well balanced meal and then list all equipment and food supplies needed to prepare meal correctly. | i. Recall<br>Similarities<br>Differences | i. Science/Health | | |
| | j. Children will write an experience chart or draw a movie roll sharing with the class an actual experience they had at home as assistant cook or dietician to their mother. | j. Recall<br>Making Choices | j. Art<br>Science/Health<br>Social Studies<br>Language Arts | j. | j. |
| | k Children will write steps taken to prepare a food of their choice. | k. Recall<br>Order | k. Language Arts<br>Science | | |
| | l. Children will write a short story about "My Life as Head Cook in the White House," or in other situations. | l. Recall<br>Making Choices | l. Language Arts | | l. |
| V. Children will identify special problems which are faced by workers in foreign restaurants which are not experienced by workers in American restaurants. | a. Children will visit "behind the scenes" at a foreign restaurant in their area. They will make a list of costumes, foods, recipes, dishes, and interior decorations which might be difficult to acquire in the United States. They will infer causes for this difficulty. | a. Recall<br>Similarities<br>Differences<br>Grouping<br>Infer Causes | a. Social Studies<br>Language Arts | a. | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | b. Children or teachers will invite the owner of a foreign restaurant to their class. Children will have prepared questions to ask which deal with special considerations which face foreign restaurants. | b. Recall<br>Questioning<br>Similarities<br>Differences | b. Language Arts<br>Social Studies | | |
| | e. Using the telephone directory, children will make a list of foreign restaurants in their community. They will group restaurants based on similarities among them. | c. Recall<br>Differences<br>Similarities<br>Grouping | c. Language Arts<br>Social Studies | | |
| | d. Children will compose a letter to be sent to above list of restaurants. Letter will request that a copy of their menus be sent to the class. | d. Recall<br>Making Choices | d. Language Arts | | d. |
| | e. Given menus from foreign restaurants, children will make a list of foods which are unusual to this country and identify what country they come from. | e. Recall<br>Similarities<br>Differences | e. Language Arts<br>Social Studies | | |
| | f. Students will make a list of workers in a given foreign restaurant and state how one job is affected by the fact that this is a foreign restaurant. | f. Recall<br>Infer Causes | f. Language Arts<br>Social Studies | | f. |
| | g. Students will make drawings or puppets of workers of foreign restaurants showing them in their special costumes. | g. Recall<br>Making Choices | g. Art<br>Social Studies | g. | g. |
| | h. Students will make a mural of the interior of a foreign restaurant showing workers busy at their various tasks. They will label each worker. | h. Recall<br>Differences<br>Similarities<br>Labeling | h. Art<br>Social Studies | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| VI. The students will be able to state in their own words the role of the workers involved in the processing of food from its raw form to the factory, and be able to demonstrate the relationship of cultural food patterns, the foods processed and the agriculture of an area. | a. Students will select a particular food product and will trace it from its raw form to the form it is in when it reaches the factory, showing all the types of workers that were involved. | a. Recall<br>Ordering<br>Similarities<br>Differences<br>Making Choices | a. Social Studies<br>Language Arts | | a. |
| | b. Having found all the workers that are involved in the production of a particular food from its raw form to the factory, students will create murals, mobiles, puppet shows, skits, tape recordings, pictures, cartoons, poetry or bulletin boards to show the sequence of workers in a production. | b. Recall<br>Making Choices<br>Ordering | b. Art<br>Language Arts<br>Social Studies | b. | |
| | c. Students will compare similarities and differences of a chosen worker. | c. Making Choices<br>Noticing Differences<br>Noticing Similarities | c. Language Arts<br>Social Studies | | c. |
| | d. Students will write a book about one of the workers who is of interest to him. | d. Recalling<br>Making Choices | d. Language Arts<br>Social Studies | | d. |
| | e. Students will predict whether there are more men or women holding the selected jobs. Students will survey and graph information on sex of persons holding the selected job. (By telephone, letter or observation.) | e. Anticipating<br>Questioning<br>Differences<br>Similarities | e. Social Studies<br>Language Arts<br>Math | | |
| | f. Students will compare the graphs and draw conclusions about workers. They will compare their conclusions with their original prediction. | f. Differences<br>Similarities<br>Concluding | f. Math | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | g. The students will choose one area of the world, and chart or report on the major agricultural products and foods made from them in that area. | g. Recall<br>Making Choices | g. Social Studies<br>Language Arts | | g. |
| | h. Taking a specific agricultural product (corn, wheat, rice, etc.), the students will research and report on where it is grown and in what form it is eaten in those areas. (May do a comparison chart, locate on a map, count number of countries.) | h. Observe<br>Making Choices<br>Similarities<br>Differences | h. Social Studies<br>Math<br>Language Arts | | h. |
| | i. The student will compare the foods grown in an area (perhaps begin locally) to those foods processed in the area by checking where various factories are located. (Ex. Dole Pineapple in Hawaii.) | i. Recall<br>Similarities<br>Differences<br>Making Choices | i. Social Studies | | i. |
| | j. From a given country, the student will list three leading agricultural products and the foods made from them in that country. | j. Recall<br>Similarities<br>Differences<br>Concluding | j. Social Studies | | |
| | k. Students will find out how long it takes for a particular food to go from its raw form to the form in which it is ready to be consumed. | k. Observing<br>Inferring Effects | k. Math | | |
| | l. Students will compare various foods in regards to the time it takes to go from its raw form to the form in which it is ready to be consumed. | l. Differences<br>Similarities | l. Math<br>Social Studies | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| VII. The students will be able to set up and operate a mock refinery for food. | a. Students will set up a mock refinery for food. They will select the food they are going to process and list the steps it must go through. They will also list the workers that will be involved. | a. Ordering<br>Questioning<br>Making Choices | a. Social Studies<br>Science | a. | a. |
| | b. Students will determine how much food will be needed to produce a certain number of finished products. | b. Recall | b. Math | b. | |
| | c. Students will estimate how many containers of food can be produced in an hour, a day, a week, a month, a year. | c. Anticipating | c. Math | c. | |
| | d. Students will estimate the cost of each package of food produced, based upon ingredients, materials used, time and number of workers involved. | d. Anticipating | d. Math | d. | |
| | e. Students will handle all the finances for the business, determining how much to pay the workers for a day's work, a week's work, a month's work. | e. Recall<br>Ordering | e. Math | | |
| | f. Students will determine the price the package of food will be sold for so that a certain amount of profit can be made. | f. Recall<br>Similarities<br>Differences | f. Math | | |
| VIII. The students will be able to state in their own words or demonstrate the processes involved in labeling food products. | a. The students will research and list the workers involved in packaging and marketing and marketing food products. | a. Recalling<br>Grouping<br>Labeling | a. Social Studies | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | b. After discussing or researching the process a company goes into labeling and packaging, the student will demonstrate the role of one worker involved in that process by making a report or drawing. | b. Recalling<br>Making Choices | b. Social Studies<br>Language Arts | | b. |
| | c. The students will construct a product, label and include consumer information. (Suggested also in Big Ideas Objectives 9) | c. Recall<br>Making Choices | c. Language Arts<br>Art<br>Science | c. | c. |
| | d. The student will draw a picture on a mural or a chart labeling the sequence of events a product goes through on an assembly line to be labeled. | d. Recall<br>Ordering<br>Labeling | d. Art<br>Social Studies | d. | |
| | e. The students will collect and bring labels from various products to school and compare the labels for design and ingredient contents. | e. Observing<br>Similarities<br>Differences<br>Making Choices | e. Science<br>Art | e. | e. |
| | f. Using package labels, the students will compare the prices of foods with similar contents and determine which product has more value for the price paid. They will give reasons for prices. | f. Observing<br>Similarities<br>Differences<br>Inferring Causes | f. Math<br>Science | | |
| | g. The students will examine the weights of products, using actual products and weighing them on scales to compare them with the package weight. The students could chart their results. They could weigh the proportion of liquid to actual contents and compare their findings on various products. | g. Observing<br>Similarities<br>Differences<br>Recall<br>Ordering | g. Science<br>Math | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | h. The students will survey product labels and note whether the labels state measures in metric or standard (ounces, pound) or both and determine if companies tend to be using the standard measurement or changing to metric. | h. Observing<br>Recall<br>Similarities<br>Differences<br>Concluding<br>Making Choices | h. Science<br>Math | | h. |
| IX. The students will be able to describe the agencies and their workers who are concerned with consumer education by reports, role-playing, or pictures. | a. Students will prepare a chart listing government agencies who are concerned with consumer education and the kinds of workers needed in each agency, i.e., Food and Drug Administration, Federal Trade Commission, Bureau of Animal Industry. | a. Recalling<br>Differences<br>Similarities | a. Social Studies | | |
| | b. After discussing the various consumer education agencies, the students will choose a worker such as a chemist or inspector who might work in the agencies, then list and compare that worker's tasks, showing similarities and differences which might result within or between agencies. | b. Recalling<br>Making Choices<br>Differences<br>Similarities | b. Language Arts<br>Social Studies | | |
| | c. The students will record on a map the locations of the agencies. The students could then count the total number of offices, note any concentrations of offices or areas where offices are sparse and discuss why these concentrations or sparsity might exist. | c. Recall<br>Similarities<br>Differences<br>Ordering<br>Inferring Causes | c. Social Studies<br>Math | | |
| | d. The student will research and chart data relating to consumer protection agencies. For example, how much money is spent to run the agencies, salaries, number of employees. | d. Recall<br>Ordering<br>Making Choices | d. Math<br>Social Studies | | d. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
|  | e. Given one agency, the student will role-play the tasks and responsibilities of an inspector, scientist, or administrator in that agency. | e. Recalling<br>Differences<br>Similarities | e. Language Arts<br>Social Studies | e. | e. |
|  | f. After selecting the part of the farmer, canner, or inspector, the students will role-play a situation with the inspector interviewing the canner or famer to check if the prescribed federal or state standards have been met. (Research on regulations will be necessary to complete this activity.) | f. Recalling<br>Making Choices | f. Science<br>Social Studies<br>Language Arts | f. | f. |
| X. The students will be able to give written or verbal descriptions of the role of the advertiser in the food industry. | a. The student will research and write a report or chart showing the workers involved in creating advertisements, e.g., market research, artist and layout men, production men, account executives, and copywriters. | a. Recalling<br>Making Choices<br>Differences<br>Similarities | a. Social Studies<br>Language Arts | a. | a. |
|  | b. Choosing one media (T.V., magazine, newspaper, radio or billboard), the students will record on a number line the sequence and processes involved in developing an ad for some food product. | b. Making Choices<br>Ordering | b. Math<br>Social Studies |  | b. |
|  | c. The student will choose one worker in the advertising field and role-play that worker's roles and responsibilities. He will elicit the causes and effects of workers having certain responsibilities. | c. Recalling<br>Making Choices<br>Inferring Causes<br>Inferring Effects | c. Language Arts<br>Social Studies | c. | c. |
|  | d. The students will collect newspaper and magazines ads and decide if the ads contain misleading or false information. (As suggested in Big Ideas #10.) | d. Observing<br>Differences<br>Similarities<br>Making Choices | d. Language Arts | d. | d. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | e. The students will wirte and tape record an advertisement for some food product. Other students will later listen to the tapes and identify any false or misleading information. | e. Recall<br>Making Choices<br>Similarities<br>Differences | e. Language Arts<br>Social Studies | e. | e. |
| | f. The students will locate an ad (or write their own) which contains misleading and false information and rewrite it to be more factual. They will give reasons for one ad being misleading and why the revised is more accurate. Predict results from each ad. | f. Recall<br>Similarities<br>Differences<br>Inferring Causes<br>Anticipating | f. Language Arts<br>Social Studies | | f. |
| | g. Students will select a newly developed food product, and identify the way they would introduce and promote the product. They will write or demonstrate their advertising methods. They will give reasons for the particular method of advertising. | g. Making Choices<br>Similarities<br>Differences<br>Inferring Cuases | g. Social Studies | | g. |
| | h. The students will find out how much it costs to buy advertisement space in a newspaper or magazine (or be given sample rates for various size lettering and words or timing for T.V.) and estimate how much it would cost to print or broadcast an advertisement they had written. Compare their estimations with actual cost. | h. Recall<br>Similarities<br>Differences<br>Anticipating | h. Math<br>Art<br>Language Arts | | |
| XI. Given one food item, the student will trace the food from its orgin to its purchase by a consumer. | a. Related activities see: III-n, VI-a, VI-b, VI-h, VI-i, VII-a, VII-b, VIII-a, VIII-b, VIII-d, IX-a, IX-d, IX-g, X-a, X-g. | a. | a. | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | b. The students will use information gathered throughout the unit to draw or write a chart or mural showing the sequence of the processes a food goes through from its origin to the consumer. | b. Recall<br>Ordering<br>Similarities<br>Differences<br>Concluding<br>Making Choices | b. Art<br>Language Arts<br>Social Studies | b. | b. |

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# MONEY: A MEDIUM OF EXCHANGE

## ASSIGNMENT FOR UNIT ON MONEY

1. Given a set of coins (pennies, nickels, dimes, quarters and half dollars), the student will:
   a. select a penny, a nickel, a dime, a quarter and a half dollar
   b. state the value of each coin
   c. write the value of each coin using correct money notation.

2. Given a set of coins and a priced item, the student will select the coins that equal the value of the item (in at least two different ways).

3. Using priced school supplies (pencil, eraser, tablet, etc.) and a set of coins, the child will select one item and show the change he would recieve from $1.00 after pruchasing that item.

4. Using a catalog, the child will select one item he would like to purchase and will write, using correct money notation, the amount of change he would receive from $10.00.

5. Given a mixed set of coins, the student will identify the oldest coin of each denomination.

6. The student will list three historical forms of money used as mediums of exchange, other than present day coins, currency, checks, or credit cards.

7. The student will define the term "barter system" to include the concept of trading surplus goods for needed goods.

8. List at least five workers whose occupations are directly related to the use of or exchange of money.

## RATIONALE

The existence of our well-developed money economy requires numerous occupational groups to operate or manage various aspects of the system. The most apparent of these occupations to children are retail clerks and bank tellers whom they observe in daily living experiences.

The career education program makes children aware of workers and prepares students for productive work, thus avoiding the waste of human resources. Useful work has a value, which is exchanged for money (wages, salary) which, in turn, is exchanged for needed and desired goods and services.

The purpose of this unit is to provide students with an understanding of the meaning, use, and value of money and its career implications.

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| I. Given a group of coins, the student will orally identify pennies, nickels, and dimes with 100% accuracy. | a. Student will examine a group of pennies, nickels, and dimes. | a. Observing<br>Similarities<br>Differences<br>Ordering<br>Classifying<br>Making Choices<br>Recalling | a. Math-Obj. 26<br>Art | a. | a. |
| | 1) Note similarities (metal, round, marked, worth something). | | | | |
| | 2) Note differences (kinds of metal, color, size, weight, markings, finish, value). | | | | |
| | 3) Measure coins using linear metric measure. | | | | |
| | 4) Weigh coins. | | | | |
| | 5) Make a chart showing penny, nickel, and dime-listing measurements and weights. | | | | |
| | 6) Order coins (e.g., largest to smallest in size or value) and illustrate and label orderings. | | | | |
| | 7) Sort a group of coins and make a classification chart. | | | | |
| | 8) Make crayon rubbings of penny, nickel, dime. | | | | |
| | 9) Duplicate coins from memory and compare with original. | | | | |
| | b. Each student will observe the markings on a set of coins and infer causes for various markings. | b. Questioning<br>Observing<br>Infer Causes<br>Making Choices | b. Social Studies | | b. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
|  | c. In small groups, students will share their observations and inferences from b and draw conclusions, as a group, as to why various markings are on coins. | c. Recalling<br>Concluding | c. Social Studies |  |  |
|  | d. In 1975 the reverse side of the U.S. dollar and half dollar are to be changed to mark the 200th anniversary of American independence in 1976. Students will formulate questions and incorporate them in a letter to the Secretary of the Treasury, Washington, D.C., to find out more about this. (Ex., Who will make the design? What criteria will be considered in choosing a design?) Information can also be obtained from Mary Brooks, Director of the U.S. mint. | d. Questioning<br>Differences<br>Similarities | d. Language Arts<br>Social Studies |  |  |
|  | e. Given a group of coins of the same denomination but mixed dates, the student will note differences in weight, markings and finish. Infer causes for differences. | e. Observing<br>Differences<br>Similarities<br>Infer Causes | e. Social Studies |  |  |
|  | f. Classify and list observations and conclusions from e about penny, nickel and dime (separately). Then refer to resource books listed at the end of this unit and decide if correlations can be made between historical events and the observations and conclusions on the above lists. | f. Observing<br>Recalling<br>Concluding | f. Social Studies | f. | f. |

| Objective | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | g. Prepare an illustrated booklet to show correlations from *f.* (*Nails to Nickels* by E. A. Campbell is a particularly good reference for this.) | g. Recalling | g. Language Arts | | |
| | h. Show the film, "The Story of Our Money System"<br>1) After discussing the film, students will collect foreign coins and compare these with the American penny, nickel, and dime. Note differences and similarities, and chart results. | h. Observing<br>Recalling<br>Observing<br>Differences<br>Similarities<br>Making Choices | h. Social Studies<br>Math | | |
| | i. Books in the resource section of this unit describe the operations of the mint: *Let's Go to the U.S. Mint* by B. Rosenfield, and *How Money is Made* by D. Cooke. Students will read these and then draw a mural showing an many workers as they can who work in the mint. (Ex. engravers) | i. Observing<br>Recalling<br>Ordering<br>Similarities<br>Differences<br>Making Choices | i. Social Studies<br>Language Arts | | i. |
| | j. Discuss other workers than those actually in the mint who would be involved in the production and distribution of coins, and make a mural showing these. Infer causes for workers. | j. Recalling<br>Similarities<br>Differences<br>Making Choices | j. Social Studies | | j. |
| | k. Pantomime some of these workers and have class name the worker described. | k. Recalling<br>Making Choices<br>Differences<br>Similarities | k. Drama | k. | k. |
| | l. After observing coins and studying their production in the activities above, students can prepare questions to ask a coin collector. | l. Recalling<br>Questioning<br>Making Choices | l. Social Studies | | l. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | m. Invite a coin collector to classroom as a resource person and ask questions prepared in m. | m. Observing<br>Recalling<br>Making Choices | m. Social Studies | | m. |
| | n. Organize individual and or classroom coin collections. Share with classmates and other classes. Display at a PTA meeting. | n. Recalling<br>Similarities<br>Differences | n. Social Studies<br>Art | | |
| | o. Write a thank you note to the coin collector and include a description of individual experiences in starting coin collections. (see n) | o. Recalling | o. Language Arts | | |
| | p. Consideration should now be given to the use of coins in our daily lives. Survey 10 people to determine the coins they have with them, students will prepare questions as to quantity, value, reasons for having them. Chart results and share findings in small groups. | p. Observing<br>Making Choices<br>Ordering<br>Similarities<br>Differences | p. | | p. |
| II. Given activities q through w, children demonstrate awareness and need for workers whose jobs involve coin exchange. | q. Identify and list as many workers as possible who use a lot of coins in the performance of their jobs, (e.g., paper boy, Dairy Queen clerk). Infer causes for their need for many coins. | q. Recalling<br>Similarities<br>Differences<br>Infer Causes | q. Social Studies | | q. |
| | r. Prepare questions and interview at least one of these workers referred to in q. Graph answers to such questions as: What coins he receives most? What coins he gives most? Effects of time of day, day of week, age of customer. On kinds and amounts of coins collected. | r. Recalling<br>Making Choices | r. Language Arts<br>Social Studies | r. | r. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | s. In both j and r above, bank workers would logically be included, so show the film "Fred Meets A Bank" as an introduction to careers and workers associated with a bank. | s. Observing | s. Social Studies | | |
| | t. Discuss above film, recalling services a bank performs and workers necessary to operate a bank and carry on these services, e.g., accountants, computer programmers, tellers, guards. | t. Recalling<br>Infer Causes | t. Social Studies | | |
| | u. Plan a bank, draw the floor plan for it (or construct a model), make signs for places where various services are performed, and put the "workers" in their appropriate places. | u. Recalling<br>Similarities<br>Differences<br>Ordering<br>Labeling<br>Making Choices | u. Social Studies<br>Art | u. | u. |
| | v. Set up classroom bank and invest money in a savings account. Make savings account books and figure interest due at the end of the term. (See Teacher Chosen Ideas from Instructor Magazine, Feb. 1973.) | v. Recalling<br>Similarities<br>Differences | v. Math | | |
| | w. Experiences in u and v should bring up questions to be discussed in class and then organized into questions to be asked of bank personnel. Visit a local bank and ask questions prepared in w.<br>1) Discuss trip and record experiences and conclusions either in a letter to parents or in a student-prepared school newspaper.<br>2) Write letters of thanks to bank personnel. | w. Recalling<br>Questioning<br>Similarities<br>Differences<br>Making Choices | w. Language Arts | w. | w. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| III. Using pennies, nickels, and dimes, the student will match two different groups of coins to a given price. | a. Using money labeled card showing a dime, nickel, or penny in a coin picture, word value, or numeral symbol, the child will find at least two ways to match the value on the card. | a. Observing<br>Similarities<br>Differences<br>Making Choices | a. Math | | a. |
| | b. With two or more children, taking turns, supply children with nickels, dimes, and pennies, one child hands another a coin and child returns same value using different coins. | b. Recalling<br>Similarities<br>Differences | b. Math | b. | |
| | c. Have 10 pennies, three nickels, and four dimes, place coins on paper as teacher gives amount, 4¢ 12¢ 7¢ 5¢, etc. Use two ways of saying 12 cents, 7 cents, etc. | c. Observing<br>Recalling<br>Similarities<br>Differences<br>Making Choices | c. Math | c. | c. |
| | d. Children will demonstrate understanding of various prices using activities d through n. Have children collect and construct toys using boxes, wood, and yarn.<br>1) Some children constructing toys.<br>2) Some children will decide on prices and label.<br>3) Some children will select and prepare location.<br>4) Some children will act as sales agents with awareness of various articles represented.<br>5) Plan chart showing responsibilities and division of labor. | d. Recalling<br>Making Choices<br>Similarities<br>Differences<br>Concluding | d. Art<br>Math | d. | d. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
|  | e. Encourage use of coins whenever possible. Ask children to pay you in various combinations.<br>Red Construction Paper = 2 cents<br>Paste = 1 cents<br>Scissors Rental = 2 cents<br>Tutor Service = 3 cents (Help with reading, spelling, etc) | e. Observing<br>Making Choices<br>Similarities<br>Differences | e. Math | e. | e. |
|  | f. Cut pictures from catalog. Different categories or classifications could be established. Mount on poster board. Afix price label to each picture. Have child draw equivalent in coins near picture. Arrange in room for all to see. | f. Observing<br>Similarities<br>Differences<br>Ordering<br>Grouping<br>Making Choices | f. Math |  | f. |
| IV. Using activities a through h, children will become aware of workers who frequently use coins in their work. | g. Plan a survey of people in school or home and find out what things they have bought or sold for 10¢ or less in the last week. Each child selects four or more individuals from the list, surveys and records the replies.<br>1) Illustrate one person with posters, graphs, booklets, etc.<br>Secretary Sells<br>Paper = dime 10¢<br>Pencil = nickel 5¢ | g. Recalling<br>Making Choices | g. Art | g. | g. |
|  | h. Chart names of all workers interviewed, list item and price. | h. Recalling<br>Making Choices | h. Social Studies |  |  |
|  | i. Invite some of the people surveyed to class. Prepare questions to ask about reasons they handle coins. Share charts with these individuals and other class members. | i. Observing<br>Questioning<br>Making Choices | i. Language Arts<br>Social Studies |  | i. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | j. Discuss some other ways to say 5¢, 10¢, etc. Record on poster and display. | j. Recalling | j. Math | | |
| | k. When children have mentioned othdr ways to say a coin's name or meaning, have them match words with coins.<br>5 cents (nickel, five pennies, half a dime, etc.)<br>combinations: 40¢ (four dimes, eight nickels, etc.) | k. Recalling<br>Differences<br>Similarities<br>Making Choices | k. Math | | k. |
| | l. In pairs, children figure totals for shopping cards provided. Let pairs take turns making change. Example:<br>Buy: Buy: 2 pencils =<br>2 pencils 1 gumdrop 5 5 , or<br>1 crayon 1 gum 10 , or<br>1 pen 5 1 1 1 1 1 | l. Observing<br>Differences<br>Similarities<br>Concluding<br>Making Choices | l. Math<br>Social Studies | | l. |
| | m. Each child could display his lunch money. Others observe it. Graph observations. Child helps teacher sort lunch money into piles of 40¢.<br>1) Discuss some reasons child pays 40¢. Who are the people responsible for getting lunch here? Infer causes for these workers. | m. Observing<br>Recalling<br>Differences<br>Similarities<br>Infer Causes | m. Math | m. | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Effective Relationship |
|---|---|---|---|---|---|
|  | n. List things we can buy for 1, 5, and 10 cents.<br>Who are some workers involved in the business of vending machines? Write short story about one selected worker and share it. Include some of the things workers must do to maintain these machines. (Refill, request payments, clean machines.) | n. Recalling<br>Similarities<br>Differences<br>Infer Causes<br>Making Choices | n. Math<br>Social Studies |  | n. |
| V. Given a set of coins, the student will state and write the value using correct money notation for value less than one dollar with 90% accuracy. | a. Hold up a penny, nickel, dime, quarter, half dollar and dollar. Ask for children's observations. Retain list of observations and add to as you learn more about these denominations. | a. Observing | a. Math |  |  |
|  | b. Discuss why famous men are placed on the coins. | b. Infer Causes | b. Social Studies |  |  |
|  | c. Infer causes for having a quarter, half dollar, and dollar in our money system. | c. Observing<br>Recalling<br>Infer Causes | c. Math |  |  |
|  | d. How many different ways can we say 25¢, 50¢ and $1.00.<br>Example: 25¢ =<br>2 dimes and 1 nickel<br>25 pennies<br>5 nickels<br>1 dime and 3 nickels | d. Recalling | d. Math |  |  |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
|  | e. Give each child concrete objects that he may purchase, such as pencils, paper, comb. Each child will be given $1.00 to spend. Let him pick his items and figure his change. Move from concrete objects to pictures of items they may purchase, such as a picture of ice cream, tooth brush, candy, pop. Next, you may use cards with names of items to purchase such as:<br>airplane 10¢ \| doll 20¢<br>ring 29¢ \| boat 50¢ | e. Observing<br>Making Choices<br>Differences<br>Similarities | e. Math | e. | e. |
|  | f. Make word cards: penny nickel dime half dollar dollar<br>Order these according to value. Chart response.<br>$1.00 50¢ 25¢ 10¢ 5¢ 1¢<br>Highest Lowest<br>Order the same cards according to size. Chart the response.<br>10¢ 5¢ 25¢ 50¢ $1.00<br>Smallest Largest | f. Observing<br>Ordering<br>Differences<br>Similarities | f. Language Arts<br>Math | f. |  |
|  | g. Get real coins for 50¢, 25¢, 10¢, 5¢, 1¢, arrange or order these according to the date on the coin. Chart the response.<br>1919 1925 1945 1956 1971<br>Oldest Newest | g. Observing<br>Recalling | g. Math | g. |  |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
|  | h. Discuss what are some things in your home that coins will buy? Ex. Newspaper. Discuss workers in the production of a newspaper and the jobs involved. Refer to Newspaper Unit. | h. Observing<br>Recalling<br>Differences<br>Similarities | h. Math<br>Social Studies |  |  |
|  | i. Who are some workers whose salary is partly paid by tips? (Waitress, bus boy) Why do they receive tips? | i. Recalling<br>Similarities<br>Differences<br>Making Choices<br>Infer Causes | i. Social Studies |  | i. |
|  | j. Discuss some things you would buy if you had $1.00? (Ex. model car, doll) Illustrate with prices and post on bulletin board. | j. Recalling<br>Similarities<br>Differences<br>Making Choices | j. Math<br>Social Studies |  | j. |
|  | k. Have children bring in old toys. Auction these off. Have children make correct change. | k. Recalling<br>Similarities<br>Differences<br>Making Choices | k. Math<br>Social Studies | k. | k. |
|  | l. Compare sets of coins by value. Use concrete and symbol forms. (Could do this in pairs.) | l. Recalling<br>Differences<br>Similarities<br>Concluding | l. Math | l. |  |
|  | m. Play the game "TRADE". I'll trade you 10¢ for. . . | m. Observing<br>Differences<br>Recalling | m. Math |  |  |
|  | n. Make a chart—"What can we buy for 10¢, 25¢, 50¢, and $1.00?"<br>Make a bar graph of the number of things that could be bought at each value. | n. Recalling<br>Ordering<br>Similarities<br>Differences<br>Ordering<br>Making Choices | n. Math |  |  |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | o. Let children cut squares of paper. Draw objects or cut pictures from magazines to paste on one side of the square. Place a price under the picture. Select different combinations of coins and record them. Share these with the group. Post on bulletin board. | o. Observing<br>Similarities<br>Differences<br>Ordering<br>Making Choices | o. Art<br>Math | o. | o. |
| | p. Menu—Cut out magazines pictures of things to eat. Place price on each item. Let the children select a lunch, total the cost, and calculate their change. Infer causes for differences in prices.<br>(Ex. Apple, 2¢; Cupcake, 3¢; Soup 4¢.<br>Make a mural or class booklet showing selections, prices and caluclations.<br>1) Invite cafeteria or restaurant workers in to view the children's menu selections. Let each child explain his choices to visitor.<br>2) Arrange to take children to Dairy Queen, Borden Burger, or Burger King. Let each observe menu so they can have selections and calculations completed beforehand.<br>3) Upon return, compare predicted calculations to actual. Give reasons for changes. | p. Observing<br>Similarities<br>Differences<br>Making Choices<br>Ordering<br>Anticipate | p. Math<br>Health<br>Art<br>Language Arts<br>Social Studies | p. | p. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationships | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
|  | 4) Discuss workers who took their money and made change. Illustrate in some way all you can recall. Display. |  |  |  |  |
| VI. Given a price less than $1.00, the student will make the correct change with 95% accuracy. | a. Have students collect the lunch money in the cafeteria and compute the correct change. | a. Observing<br>Differences<br>Similarities<br>Ordering | a. Math<br>Art<br>Social Studies | a. | a. |
|  | 1) Graph the number of coins used to buy lunch by girls and boys. |  |  |  |  |
|  | 2) Make a chart showing change if you pay for lunch with $1.00 or with 50¢. Show coins that will be given in change. |  |  |  |  |
|  | 3) Identify workers in the cafeteria and associated with cafeteria. Prepare a list of questions to interview one of these workers. |  |  |  |  |
|  | 4) Trace one of the foods served from its origin to school cafeteria. Choose method of illustrating. |  |  |  |  |
|  | b. Make a survey to determine how many students buy a particular food. Graph and share with class. | b. Observing | b. Math |  |  |
|  | c. Identify person responsible for planning menus for school. Infer causes for having this person. | c. Recalling<br>Infer Causes | c. Health<br>Language Arts |  |  |
|  | 1) Prepare a list of questions to ask dietician, perhaps with some emphasis on nutrition. |  |  |  |  |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | 2) Invite school dietician to classroom as resource person. | | | | |
| | d. Cut out ads from newspapers giving food sale prices. Compare prices of similar items in two or three stores. Infer causes for differences in prices. | d. Observing<br>Similarities<br>Differences<br>Making Choices<br>Infer Causes<br>Ordering | d. Math | d. | d. |
| | 1) From this comparison in d make up a shopping list. Determine how many articles can be purchased for $1.00. | | | | |
| | 2) Chart the *Bargains of the Week* from the shopping list. | | | | |
| | 3) Using play money, determine what coins will be needed to purchase articles on your shopping list. | | | | |
| | 4) Using shopping list, determine what change will be given for each purchase up to $1.00. | | | | |
| VII. Using activities e through j, children will demonstrate awareness of workers involved in money exchange. | e. If opportunity is available, let students collect money for school assemblies. Record number you had to give change. Graph. | e. Observing<br>Differences<br>Similarities<br>Concluding | e. Math | e. | |
| | f. Given opportunity, students collect money for field trips. Investigate how this money is spent on trip. | f. Observing<br>Infer Causes<br>Similarities<br>Differences<br>Ordering<br>Making Choices | f. Math | f. | f. |
| | 1) Prepare questions to survey class to find out how much each student spent on field trip. Graph money spent according to boys and girls, food, and other costs. | | | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Realtion-ship |
|---|---|---|---|---|---|
| | 2) Set up classroom displays of souvenirs. Display with price on each item. Infer causes for differences in prices. | | | | |
| | g. Given opportunity, students will collect money and record book orders for class. | g. Observing<br>Similarities | g. Math | g. | |
| | 1) Graph the number of books according to price, topics. | | | | |
| | 2) List the workers involved in delivering books from book company to classroom. Give reasons we need each worker. | | | | |
| | h. Obtain copies of *Trading Times* newspapers or use classified ads from other newspapers to encourage children's thinking about what articles they have to sell or trade. Set up used articles store in classroom. (Ex. books, cars, doll clothes, toys, games.) | h. Observing<br>Differences<br>Similarities<br>Making Choices<br>Infer Causes<br>Questioning<br>Anticipating | h. Social Studies<br>Math<br>Language Arts | h. | h. |
| | 1) Determine workers needed for store. (Ex. manager, clerk, price sign maker, cashier, custodian.) Determine responsibility for each phase. | | | | |
| | 2) Provide opportunity for students to rotate and serve in as many jobs as possible. | | | | |
| | 3) Write stories telling why students sold particular item. What did he boy? How did he use and like what he purchased? | | | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | 4) Determine profit made on store. Record in class booklet or chart. | | | | |
| | 5) Prepare questions to survey class to find out how we might spend profit. | | | | |
| | i. Prepare questions for survey in regard to how much allowance each class member is given and how frequently. | i. Recalling<br>Questioning<br>Infer Causes | i. Math | | |
| | 1) Keep individual record of how it is spent. Infer causes for spending in various ways. | | | | |
| | 2) Graph this information either individually or as class. | | | | |
| | j. Given opportunity, students may help to run supply store in school. | j. Recalling<br>Similarities<br>Differences<br>Concluding<br>Ordering | j. Math<br>Social Studies | | |
| | 1) List items sold. | | | | |
| | 2) Determine where articles are obtained and how they are priced. | | | | |
| | 3) Determine school profit on article and chart or record information to share with the class. | | | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| VIII. Given a purchase price less than ten dollars the student will write or verbalize the solution for finding the correct change using the dollar sign and decimal notation with 90% accuracy. | a. Name and draw all the coins and bills you know about up to an including $2.00. | a. Recalling<br>Similarities<br>Differences<br>Labeling | a. Math-Obj. 30<br>Art | | |
| | b. Using money (play or real) as given in a, order according to value (worth most-worth least). Give reasons for ordering. | b. Recalling<br>Similarities<br>Differences<br>Ordering | b. Math | b. | |
| | c. Recall coins and bills used in a. Let children make choices 1¢, 5¢, 10¢, 25¢, 50¢, $1.00 and $2.00. Which would you choose to boy a note book? Coke? Pencil? Dairy cream? Hot lunch? Milk at school? Extend each by asking "Why wouldn't you choose _____?" or "Why would you choose _____?" | c. Recalling<br>Similarities<br>Differences<br>Making Choices | c. Math | | c. |
| | d. Have children bring in pictures or empty cartoons of various foods. Classify each according to value. Which of these would you place under the $1.00 label, 50¢ label? | d. Observing<br>Similarities<br>Differences<br>Classifying<br>Making Choices | d. Math | d. | d. |
| | e. Using the empty cartons from d, give each child a grocery list of items to purchase plus $2.00. He must pick out the items, add up their total price (may include sales tax on non-grocery items), determine how much he has to pay, and how much he will receive. | e. Recalling<br>Similarities<br>Differences<br>Making Choices<br>Concluding | e. Math | e. | e. |
| | f. Using items classified in d, let the child choose what items he wants to purchase within the $2.00 limit. | f. Recalling<br>Making Choices<br>Similarities<br>Differences | f. Math | | f. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | Record items bought, cost and change received. May illustrate items if so desired. Ask another child to give this amount of change in two different ways. Could use items other than groceries, such as jewelry, model cars, toys.) | | | | |
| | g. Children offer items for sale to one another, determine cost and amount of change given. Record both and share with class. | g. Observing<br>Differences<br>Similarities<br>Ordering | g. Math | | |
| | h. Using same list in c, prepare a survey to see how many parents might be involved in selling one of these items. Record survey. Post on bulletin board. | h. Recalling<br>Questioning<br>Making Choices | h. Social Studies | | h. |
| | i. Plan to invite some of these parents in as resource people. Call or send letters. Prepare questions to ask them. | i. Making Choices<br>Questioning | i. Social Studies | | i. |
| | j. Write thank you notes to resource people. Some could illustrate the letter. | j. Recalling | j. Language Arts<br>Art | | |
| | k. Assign children to bring in grocery ads amounting to $2.00 or less. Pick at least three items under $2.00. Put on mural bulletin, board or poster and list change received from $2.00. | k. Observing<br>Making Choices<br>Differences<br>Similarities<br>Recalling<br>Grouping | k. Math | k. | k. |
| | 1) Use additional items from f. Group items showing prices using ¢ sign and $ sign. Order items beginning with cheapest up to and including $2.00. | | | | |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
|  | l. Give children coins to make equivalent of $2.00. Encourage them to make as many different combinations of $2.00 as they can. This would be a good activity for working in pairs. Mark off areas on desk with masking tape: Record each combination the child makes. | l. Observing<br>Differences<br>Similarities<br>Making Choices | l. Math<br>Art | l. | l. |
|  | m. In small groups, describe and discuss places where they could spend $2.00. List these places.<br>1) Discuss what they might purchase at each place. Assign each pupil to select two places, tell what they could buy and what workers they would be dealing with at places selected. (Booklet or mural illustrating place, workers, and items purchased.)<br>2) Examine things they bought, infer causes (reasons). Discuss workers they would meet and infer causes for certain workers in the store selected.<br>Ex. dime store; bought:<br>shampoo 38¢<br>thread 9¢<br>scarf 79¢<br>buttons 21¢<br>jewelry 50¢<br>$1.97<br>$2.00<br>-1.97<br>.03 Change<br>*workers:* clerk<br>cashier<br>stock boy<br>manager | m. Recalling<br>Differences<br>Similarities<br>Making Choices<br>Anticipating<br>Infer Causes | m. Math<br>Social Studies<br>Art |  | m. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | n. Present students with $5.00 bill. Observe various things they notice on bill. Infer causes for markings. Conclude why markings are on bill. | n. Observing<br>Infer Causes<br>Differences<br>Similarities | n. Social Studies | n. | |
| | o. Discuss where bills are made. Who makes them, counts them, guards them, delivers them to banks? A field trip to a nearby bank may answer a few such questions. Write to the U.S. Treasury for more information. Children can help compose letter. | o. Observing<br>Anticipating | o. Social Studies | | |
| | p. Using coins and bills to amount to $5.00, order according to value, weight. Illustrate ordering and post on bulletin board. | p. Observing<br>Similarities<br>Differences<br>Ordering | p. Math | p. | |
| | q. Have each child list one thing they would like to buy for $5.00. List store they think best for this item to be purchased. Infer causes for it being purchased in a particular store. Research people responsible for these articles being available.<br>Ex.: Record-Music Store<br>manager<br>clerk<br>cashier<br>trucker<br>singer<br>In small groups, infer causes and effects for various workers' involvement. Let children select manner they can relate this information to class—mural, TV strip, booklet, tape record.<br>Use for understanding of $10.00. | q. Recalling<br>Similarities<br>Differences<br>Infer Causes<br>Infer Effects<br>Making Choices | q. Math<br>Art<br>Language Arts | q. | q. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
|  | r. Notice differences among $1.00, $5.00 and $10.00 bills. Recall differences noted among coins. Conclude main differences of each. Write a short story what we noticed, differences, similarities and reasons for differences. | r. Observing<br>Recalling<br>Similarities<br>Differences<br>Concluding | r. Social Studies |  |  |
|  | s. Call the local bus depot (Greyhound) and determine the cost of a one-way trip and a round-trip ticket to various nearby cities. Children could determine where they could go on a bus trip for $10.00.<br>1) Make a chart or posters showing various cities they could travel to for less than $10.00 and the change they would receive. Ex.:<br>City-One way ticket<br>Cleveland $6.90<br>Cincinnati 6.00<br>London 1.85<br>Cambridge 5.15<br>2) On a Ohio map have each student trace the route he would travel after he chooses the city he wants to visit.<br>3) Write a story about where you want to go, why you want to go and what your plans are when you get there. Illustrate your story. Use various media.<br>4) Write or call the bus depot for time and cost schedules. Share with classmates. | s. Observing<br>Making Choices<br>Recalling<br>Infer Causes<br>Differences<br>Similarities<br>Concluding | s. Social Studies<br>Math<br>Art<br>Language Arts | s. | s. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
|  | 5) Make a graph showing cost and distance of the various trips. Make booklet with all information included; time, cost, map.<br>6) Discuss workers involved in this trip: bus drivers, person who cleans the bus after trip, gas station attendant, ticket seller, lunchroom personnel, laundry workers, custodians to clean gas station. Infer causes for having these workers. Include in booklet or on chart.<br>7) Invite one of these workers to talk to children. If possible, arrange to take children to bus station or bus garage in district. Prepare list (with children) of workers they'll expect to see.<br>8) After returning from field trip, discuss workers they saw and infer reasons for work they were doing. If visits were to Greyhound and district garage, list differences and similarities. Conclude main reasons for differences. |  |  |  |  |
|  | t. Using a hobby a youngster already has, or one he thinks he would enjoy, have him determine where he would buy his hobby materials, whether he would have enough money if given $10.00 for materials, amount of change? Posters showing materials and cost of hobby could be made. Signs advertising the hobby could be hung in the classroom to interest others in the hobby. | t. Recalling<br>Similarities<br>Differences<br>Making Choices<br>Anticipate | t. Social Studies<br>Math<br>Art | t. | t. |

| Objective | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| IX. Given several situations from which to choose, children will select one situation and demonstrate how he could spend $10.00. | a. In small groups, ask "What are some places we could go to spend $10.00? Post list on bulletin board. | a. Recalling<br>Similarities<br>Differences<br>Making Choices | a. Math | | a. |
| | b. Choose one place, itemize how $10 will be spent. Ex: Discount Store<br>sandwich & coke, .50<br>model car, 1.05<br>kite, .75<br>socks, .65<br>belt, 2.00<br>scarf, 1.00<br>sneakers, 3.50<br>sales tax, .38<br>total, 9.83<br>change, .17 | b. | b. | | |
| | c. Look over itemized list, identify workers involved. Infer causes for workers required. Write brief story and illustrate workers and jobs observed. Cartoon strip, mural, or mobile could be used. Share with class. | c. Observing<br>Infer Causes<br>Recalling | c. Social Studies<br>Art | | |
| | d. Children could keep daily logs of their allowances from home and how they are used. Graphs could be made to show percentage of allowance used on lunches, savings, toys. | d. Recalling<br>Ordering | d. Math | | |
| | e. Plan to take your mother (father, sister, friend) to lunch. Determine what you and your guest could order, and cost of meal plus the tax and tip. The children can figure the tip based on 15% of the total lunch. Determine change left from you $10.00. Illustrate your order-post on bulletin board. List total cost and tips. | e. Observing<br>Making Choices | e. Math<br>Art | e. | e. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| X. Given appropriate materials, the student will demonstrate his awareness of historical aspects of money through activities a through n. | a. Given a set of coins and currency commonly found in circulation, students will observe notable features and qualities of money, e.g., the metallic luster of coins, their value, mint marks, dates, portraits, and other features; the features of paper currency, its color, denominations, dates, portraits, serial numbers. List, group and label observations. | a. Observing<br>Similarities<br>Grouping<br>Differences<br>Labeling | a. Social Studies | a. | |
| | b. Compare different denominations of coins and currency. Notice the differences and similarities. Infer reasons for differences. | b. Observing<br>Differences | b. Social Studies | b. | |
| | c. Order the coins and currency by various properties — values, size, weight, condition, date. | c. Observing<br>Similarities<br>Differences<br>Ordering | c. Social Studies | c. | |
| | d. Select a random set of coins, such as the lunch money collected by the class. Make a table or graph showing the number of coins of each date. Indicate findings on a chart showing the most numerous, newest, and oldest dates. Keep retrieval chart of money collected for various things in school. | d. Observing<br>Making Choices<br>Ordering<br>Recalling | d. Social Studies | d. | d. |
| | e. Have a contest for the oldest coins of each denomination from home. Discuss the existence of even older coins. Children speculate on what coins were like 50, 100, 500, 2000 years ago? Prepare a list of questions they want to find out about this. | e. Observing<br>Similarities<br>Differences<br>Making Choices | e. | e. | e. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relationship | Affective Relationship |
|---|---|---|---|---|---|
| | f. As a library activity, students obtain all available resources on coins and currency, history of money, coin collecting. Include books, filmstrips and reference materials. Make available for children to explore independently and/or do book reports, skits, interpretive art. Relate to list of questions (see e). Let students select area he wishes to explore. Choose way of sharing with class. | f. Observing<br>Recalling<br>Making Choices<br>Similarities<br>Differences | f. Social Studies<br>Language Arts | | f. |
| | g. Obtain as many coin or currency collections as are available. Sources include students, teachers, parents. Inquire at hobby shop for the names of local coin collectors, Invite these persons to make a display to the class. Prepare questions to ask this person. | g. Observing<br>Making Choices<br>Questioning | g. Social Studies | | g. |
| | h. Using illustrations from coin books, students sketch forms of coins that particularly intrigue them. Mount these with a description of their interesting features to share with classmates. | h. Observing<br>Making Choices<br>Differences<br>Similarities | h. Social Studies<br>Art | h. | h. |
| | i. Notice differences and similarities between ancient and modern forms of money. | i. Recalling<br>Similarities<br>Differences | i. Social Studies | | |
| | j. Discuss forms of money, other than usual coins and paper, used throughout the world by various cultures. Speculate on the reasons why shells, cattle, grain, salt, arrow heads, bullets were used as money. Select manner to report—tape, TV program, etc. | j. Recalling<br>Differences<br>Similarities<br>Infer Causes<br>Making Choices | j. Social Studies<br>Language Arts | j. | j. |

| Objectives | Suggested Implementation Activities | Thinking Skill Process | Curriculum Relationship | Psycho-Motor Relation-ship | Affective Relation-ship |
|---|---|---|---|---|---|
| | k. To reinforce the concept of the wide variety of items used as money, make displays of as many of these materials as possible—shells, salt, metal shapes cut from tin cans, raw popcorn (grain). Share with other classes and parents. | k. Recalling<br>Making Choices | k. Social Studies<br>Art | | k. |
| | l. Speculate on how ancient peoples acquire their needs before mediums of exchange were agreed upon. Ask the children how they would obtain something their friends had if they did not have money to offer. | l. Recalling<br>Making Choices<br>Anticipating | l. Social Studies | | l. |
| | m. Play a simulation game to explore barter and money economics (see appendix). | m. | m. | | |

## RESOURCES: VISUAL AIDS

| | | |
|---|---|---|
| Universal Education & Visual Arts | # 17000 | **Money, Check and Banks** 6 filmstrips with records or cassettes |
| | # 17820 | **We Use Mathematics** 8 color filmstrips |
| | # 17822 | **Money** |
| | # 17980 | **Using Numbers** 4 filmstrips with record or cassette |
| | # 17983 | **Making Change** |
| Knowledge Aid | Lab V Cat. No. 6079 | **Fractions, Money and Measurements**<br>Set contains: 6 sound filmstrips<br>1 scope and sequence chart<br>1 teacher's guide |
| Singer—Society for Visual Education | | |
| | # 531-SA | Set of Five Filmstrips |
| | # 531-5 | **Modern Mathematics—Pennies, Nickles, Dimes, Quarters** |
| Eye-Gate | # 51 | **Arithmetical Experiences** for the Third Year<br>Set of 9 filmstrips and teachers manual, may be ordered as set or individually |

## RESOURCES: BOOKS

Wilcox, Louise K., and Gordon E. Burks. **What Is Money?** Austin, Texas; The Steck Company, 1959
Tarshis, Barry. **Barter, Bills, and Banks.** New York: Julian Messner, 1970
Hutchinson, Williams. **Coins and Currency.** New York: Maxtou Publishers, Inc., 1957
Evans, Eva Knox. **The Adventure Book of Money.** New York: Capital Publishing Co., 1957
Hobson, Burton. **Getting Started In Coin Collecting.** New York: Sterling Publishing Co., 1967
"Money", The New Book of Knowledge, Vol. 12. Grollier, Inc. 1972. P. 409
Campbell, Elizabeth. **Nails to Nickels.** Boston, Toronto: Little, Brown and Co., 1960
Rosenfield, Bernard. **Let's Go to the U.S. Mint.** New York: G. P. Putnam's Son, 1960
Cook, David C. **How Money is Made.** New York: Dodd, Mead and Co., 1962
**Teachers Resource Books:**
**Catalog of the World's Most Popular Coins,** Fred Reinfield. Sterling Publication Co., New York, 1967
**Coins Have Tales to Tell,** Frances W. Brown. J. B. Lippincott Co., Philadelphia, New York, 1966
**U.S. Mints and Coinage,** Don Taxay. Arco Publishing Co. New York, 1966
**Nuffield Mathematics Project Guides,** John Wiley and Sons, Inc. New York, 1967-71

## RESOURCES:

| | | |
|---|---|---|
| Ideal Early Learning | # 7146 | Play Store Cash Register |
| | # 7501 | Toy Money |
| Milton Bradley Co. | # 9315 | Toy Money |
| | # 7635 | Count Your Change |
| | # 4620 | Easy Money |

| | |
|---|---|
| Constructive Playthings | # 1549 Cash Register<br># 51 Utility Cash Tray<br># 100 School Play Money Kit<br># 246 Enlarged U.S. Coins, Pictures for Flannel Board<br># 532 Enlarged U.S. Coins, Pictures for Magnetic Board<br># 1303 Instructo # 246 Set of 5 Pupil Packs<br># 2405 Pay the Cashier |
| Jean Publications | 2nd grade B-351 thru B-359 Sprit Masters, Transparency<br>C-169 thru C-173 (3rd grade) |
| J. R. Holcomb & Co. | # KI-A Toy Money<br># KD 820 Cash Register<br>Code 455-7764 Dollar and Cents Kit for Flannel Board<br>Code 395-0100 Grove-Tex Play School Money Kit |
| Ohio Education Materials | # 2405 Pay the Cashier<br># 7764 Dollar And Cent Kit (for Flannel Board)<br># 7146 Cash Register<br># 7502 Toy Money<br># 7503 Toy Money<br># 7501 Toy Money<br># 7504 Toy Money<br># 246 U.S. Coin Set for Flannel Graph<br># 532 U.S. Coin Set for Magnetic Board<br># 1303 Pupil Pack Using Money<br># 9315 Toy Money<br># 7635 Count Your Change |

## APPENDIX

Barter Simulation Game

Explain to the students that this game shows what it would be like to try to provide for basic necessities in a primitive culture using the barter system.

Divide the class into four occupational groups: food producers (fishermen, hunters, and farmers), wood cutters, weavers, and tool makers. Explain that these specialized tasks have developed because it was too difficult for a person to provide all the necessities for himself. People found they could produce more efficiently if they specialized.

Present a list of basic necessities for one family for one week. For example:

12 food units
6 fuel units (for cooking, heating)
9 clothing units
3 tool units (household implements)

The object of the game is to trade (barter) units of produce to obtain at least the above values.

Make a set of cards to represent units of produce. For example, one card would read: ONE FOOD UNIT. Make enough cards so that each player starts with one week's worth of his production according to this schedule:

Food producers—36 food units
Wood cutters—24 fuel units
Weavers—18 clothing units
Tool makers—15 tool units

Provide each player with a tag identifying his occupation. Set a convient time limit and allow the players to trade freely with one another to obtain their weekly needs. They will soon learn the law of supply and demand as well as the disadvantages of the barter system.

Be sure to compare the barter system with one using an accepted medium of exchange (money).

## SPRINGFIELD

Contributions from Springfield include materials which demonstrate the relationship between a basic social studies text and the development of career motivation concepts.

Educators throughout the state may also find the self-awareness unit with its affective domain annotated bibliography and the assembly line experience helpful in planning.

## Grade 1

## Goods and Services

This unit will be used as a supplement to the basic social studies textbook *Families and Their Needs*, Silver Burdett Co., Morristown, N. J., 1966.

Goods and Services are needed by all people. Satisfying these needs for goods and services is the purpose of economic activity.

### Concepts

A. The amount of money a family possesses determines the extent to which goods and services can be purchased.

B. Some people produce goods, some produce services.

C. Everyone is a consumer.

D. We make choices between purchase of goods and services.

E. Some goods and services must be produced and provided by specialists.

A. The amount of money a family possesses determs the extent to which goods and services can be purchased.

**Discussion and Motivational Activities:**

1. Why does father work?
2. Does mother work? Why?
3. Why does a family need money?
4. Does your father provide goods and services?
5. Bring pictures from magazines to distinguish goods from services.
6. Make one large (or individual) scrapbook of goods and services. A large classroom chart may be utilized here.
7. Use employees in building as resource people to visit class and describe occupations.

teacher
principal
secretary
custodian

nurse
librarian
cafeteria workers

8. Summarize by reports, discussion, drawings.
9. Act out roles of resource people who visited class.

### Games

1. The teacher holds up a word or picture. If it depicts a service, children clap hands; if it depicts goods, children rap on desk.
2. Children sit in a circle while music is played. Two pictures are passed around the circle. One picture shows a producer of goods, the other shows a producer of services. When the music suddenly stops, the child holding the picture must tell if he has a producer of goods or a producer of services. Before the game is over the children have the idea of the distinction between the two.

### Books

Corcos, Lucille. **Joel Spends His Money.** Abelard-Shuman, New York, N.Y.

Elkin, Benjamin, **The True Book of Money.** Children's Press, Chicago, Ill., 1960.

Jackson, Kathryn, "Saving For Something Big," in **Work Around The World,** pp. 37-38. Silver-Burdett, Morristown, N.J., 1957.

Marino, Dorothy, **Where Are Mothers?** J. B. Lippincott and Company, Philadelphia, Pa., 1959.

Rees, Elinor. **The Bank.** Childrens Press, Chicago, Ill., 1959.

### Film

Bone For Spotty. America Bankers Association.

### Filmstrip

It Pays to Save. Popular Science Publishing Co.

### Song

"Daddy," **First Grade Book.** Ginn and Co., Boston, Mass., 1959.

### Record

"Daddy Comes Home," Children's Record Guild.

### Poem

#### Money

One little, two little, three little pennies.
Four little, five little, six little pennies,
Seven little, eight little, nine little pennies.
Ten little pennies make a dime;
And I can buy ______________________________ .

**Pamphlet**

"Many Pennies." The Golden Press, New York, N.Y.

B. Some people produce goods. Some people produce services. some neither.

**Discussion and Motivational Activities:**

1. What is produced in the home?
2. What is produced outside the home?
3. Make a chart showing the two above.

| Our Parents Produce | | We All Consume | |
|---|---|---|---|
| Goods | Services | Goods | Services |
| | | | |

4. Make a stencil using a poem to depict a particular worker. Ex. Postman. Children make a picture.
5. Child keeps individual chart at home that tells how he has helped (produced) at home. Check marks or seals used to show the child's accomplishments. Categorize as goods or services.

**Books**

Duncan, Lois. **Silly Mother.** Dial Press, New York, N.Y., 1962.

Merriman, Eva. **Mommies at Work.** Alfred A. Knopf, 1961.

Puner, Helen, **Daddies And What They Do All Day.** Lothrop, New York, N.Y., 1963.

Carton, Lonnie C. **Daddles.** Random House, New York, N.Y., 1963.

Radlanr, Ruth. **About Fathers' Work.** Helmont Publishers. Chicago, Ill.

**Film**

"Our Family Works Together." Coronet Films. Chicago, Ill.

C. Everyone is a consumer. A consumer is one who uses up things. Use word "user" at first. Gradually introduces the word "consumer."

**Discussion and Motivational Activities:**

1. What are some of the things which your family could not get along without?
2. What do I consume at home?
3. What do I consume at school?
4. Visit "lost and found" tree. At one time, were these items useful? Are they still useful?
5. Make charts showing pictures of durable and non-durable goods. (Some goods are consumed quickly, some slowly.)
6. Cut out pictures showing consumers.
7. Demonstrate that some items in classroom are consumed quickly, some slowly.

| Examples: | Durable | Non-Durable |
|---|---|---|
| | glass | water |
| | ruler | paper |
| | scissors | pencils |
| | lunch box | paste |
| | school supply box | crayons |

8. Teacher provides 2 boxes, labeled "durable" and "non-durable." Children place pictures or objects in correct box. Open boxes later and idscuss whether or not the choices were correctly made.

**Books**

Hughes, Shirley: **Lucy and Tom's Day.** W. R. Scott, Inc., New York, N.Y., 1960.

Lattimore, Eleanor: **Little Pear.** Harcourt, Brace and World, New York, 1931, p. 144.

Lenski, Lois: **Let's Play House,** H. Z. Walck, Inc., New York, 1932.

Lindman, Mia, **Flicka, Ricka, Dicka, Bake a Cake.** Albert Whitman; Chicago, Ill., 1955.

Redlauer, Ruth, **About Fathers At Work.** Melmont Publishing Co., Chicago, Ill.

**Film**

"Our Family Works Together," Coronet Films, 1958.

**Filmstrips**

"Caring for School Materials" McCraw-Will Book Co.

"Working Together in the Family" S. V. E., 1354 Diversey Parkway, Chicago, Ill., 60614.

**Song**

Improvise verses to "Here We Go Round the Mulberry Bush."
Ex. This is the way we bake a cake.
Are we depicting a consumer or a producer?

D. We must make choices between purchase of goods and services.

**Discussion and Motivational Activities:**

1. Discuss the fact that we must consider the desires of others as well as our own desires. The word "compromise" may be introduced here.
2. Cut pictures from magazines that show things which families would like—color television, cars. How might a family get money for these desires?
3. Give each child a paper. Ask him to make a picture of himself wishing for something, assuming that he could have anything he desired.
4. Follow up the above activity later by selecting one choice.
5. Bring something from home that you wish you had not bought. Set up a trading post. Allow children to trade articles, with parents' permission. This will help children understand that an article that has no value for one person may be highly desired by another.
6. Bring something from home to show class which you are happy that you bought.

**Books**

Galdone, Paul, **The Three Wishes.** Whittesely House, Chicago, Ill., 1961.

Jackson, Kathryn, "Saving for Something Big." **Work Around the World.** Silver Burdett and Co., New York, N. Y., 1952.

Watson, Nancy. **Annie's Spending Spree.** Viking Press. Inc., New York, N.Y., 1957.

Snavely, Ellen, **Shoes for Angels.** Follett Publishing Co., Chicago, Ill., 1962

Tales in which wishes might be granted.
Cinderella
King Midas
Humpelstiltskin

E. Some goods and services must be produced and provided by specialists.

**Discussion and Motivational Activities:**

1. A specialist is a person who does his work well and must be able to sell to others. Whay types of work do your parents do?

2. Form committees. Each committee makes a poster for display showing:

   These workers produce food.
   These workers produce clothes.
   These workers produce homes.

3. Discuss goods the family can produce.

   clothes
   fruit
   vegetables
   rugs
   toys
   furniture
   knitwear

4. Services the family can produce.

   cooking
   cleaning
   repairs
   gardening
   canning, freezing foods

5. Charades—act out occupations. Children guess what occupation it is.

6. Make butter with materials from the dairy council.

7. Discuss specialists in building. Recall what was said about them in introduction. Make pictures of them doing their work.

8. Assign workers (specialists) for room duties.

9. Develop story chart for bulletin board, illustrating the interdependence of work. Ex. Here is Doctor Brown. Dr. Brown is a dentist. He produces a special service. Dr. Brown and his family buy goods and services produced by other workers. Other workers buy Dr. Brown's services.

10. Use puppets, wrist or paper bag, to show different occupations.

11. Make hats to designate occupation. Ex.: Fireman's hat.

**Books**

Beskow, Else. **Pelle's New Suit.** Harper & Bros. Publishers, New York, N.Y., 1962.

Francoise, **What Do You Want To Be?** Chas. Scribner Sons, 1967.

Lenski, Lois, **When I Grow Up.** H. Z. Walck Inc., New York, N.Y., 1960.

Greene, Carla. **I Want To Be A(n) . . . . Children's Press, Chicago, Ill.**

Airplane Hostess, 1960
Animal Doctor, 1956
Baker, 1956
Ballet Dancer, 1959
Baseball player, 1961
Bus Driver, 1957
Carpenter, 1959
Coal Miner, 1957
Cowboy, 1960
Dairy Farmer, 1957
Dentist, 1960
Doctor, 1958
Farmer, 1959
Fireman, 1957
Fisherman, 1957
Homemaker, 1961

Librarian, 1960
Mechanic, 1959
Musician, 1962
News Reporter, 1958
Nurse, 1957
Orange Grower, 1956
Pilot, 1957
Policeman, 1958
Postman, 1958
Restaurant Owner, 1959
Road Builder, 1958
Scientist, 1961
Ship Captain, 1962
Space Pilot, 1961
Storekeeper, 1958
Teacher, 1957
Telephone Operator, 1958
Train Engineer, 1956
Truck Driver, 1958
Zoo Keeper, 1957

**Poems**

**Time For Poetry.** Scott Foresman and Company. Chicago, Ill., 1951.

"The Postman," Laura Richards, p. 22.

"My Policeman," Rose Fyleman, p. 27.

"The Dentist," Rose Fyleman. p. 29.

**Films**

"Our Policeman." Bailey Films, Hollywood, Calif.

"Our Postoffice." Encyclopaedia Britannica Films. New York, N.Y.

"The Fireman." Long Film Slide Service. El Cerrito, Calif.

**Filmstrips**

Helpers Who Come To our House. Coronet Films, Chicago. Ill.

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**Economic Education Experiences of Enterprising Teachers.** Vol. II, III, IV, V, VI. The Kazanjian Foundations Award Program. Joint Council on Economic Education, New York, N.Y. (Pamphlets).

Calderwood, James, and Lawrence, John D., and Maher, John E., **Economics in The Curriculum.** John Wiley & Sons, New York, N.Y., 1970.

**Economic Education,** A Supplement to Social Studies Guide, Kindergarten, First Grade, Second Grade, Minneapolis, Minn. DEEP. 1967.

**Economic Education For Washington Schools.** Kindergarten through six. Seattle, Wash. DEEP. 1966.

**Goods, Services, And People.** A Economic Sequence for Primary Grades. Des Moines, Iowa. DEEP. 1967.

**Instructors Handbook to the Package Economics Course.** Oregon Council on Economic Education. Portland, Oregon. 1968.

**Learning Economics Through Children's Stories.** A bibliography. Joint Council on Economic Education. 1969.

Senesh, Lawrence, **Our Working World.** SRA Resource Unit (Grade I) Science Research Associates, Inc., Chicago, Ill. 1964.

**Teacher's Guide To Economics, Grade I.** Portland, Oregon, DEEP. 1968.

# RESOURCES

**Books:**

Beim, **The Smallest Boy in Class,** Morrow Publishing Co.

Beim, **The Swimming Hole,** Morrow Publishing Co.

Beim, **Two Is A Team,** Morrow Publishing Co.

Bulla, **Star of Wild Horse Canyon,** Crowell

Felt, **Rosa Too Little,** Prentice Hall

Gay, **I's Tired of Lions,** Viking Press

Joslin, **What Do You Say, Dear?,** Addison Wesley Publishing Co.

Salazar, **Squares Are Not Bad,** Western Publishing Co.

Schulz, **Happiness Is a Warm Puppy,** Determined

Simon, **How Do I Feel?,** Albert Whitman & Co.

Stuart, **Penny's Worth of Character,** McCraw Hill

Stuart, **Richtful Owner,** McCraw Hill

Thompson, **Sad Day, Glad Day,** Holiday House

Udry, **All the Animals Were Angry,** Holt, Rinehart, Winston

Udry, **Let's Be Enemies,** Harper & Row

Yashima, **Crow Boy**, Viking Press

Zolotow, **The Quarreling Book,** Harper & Row

**What About Me?,** Dimensions of Personality. Pflaum Standard. Available from Career Development

**A World To Grow In,** A part of a K-12 Drug, Alcohol, Tobacco, and Human Behavior Program. Teacher's Manual Grade 1.

**Films:**

975 Allen Is My Brother.

990 One Special Dog.

1029 Only Benji Knows: Should He Tell?
The Toymaker. (Available from Warder Public Library)

991 Values: Being Friends.

992 Values: Playing Fair.

1062 Values: The Right Thing To Do.

993 Values: Understanding Ourselves.

1021 What Would Happen If?

1056 What If?

**Kits:**

American Cuidance Service. Duso Kit 1
Bowmar—Early Childhood Series.
SRA Focus on Self Development. Stage 1

**Filmstrips:**

Bowmar. About Myself. Available from Career Education.
- **Myself and Other People.**
- **Myself and Other Families.**
- **Everyone Needs Many Things.**

Imperial Film Company, Inc.

How Do You Feel
- 130-5 **How Do You Feel About Other Children?**

What Do You Think
- 121-1 **What Do You Think About Finders Keepers?**
- 131-2 **What Do You Think About Tattling?**
- 131-3 **What Do You Think About Lying?**
- 131-4 **What Do You Think About Promises?**

They Need Me
- 132-1 **My Mother and Father Need Me.**
- 132-2 **My Baby Sister Needs Me.**
- 132-3 **My Friends Need Me.**
- 132-4 **My Dog Needs Me.**

Circle of Feelings. SRA Focus on Self Development Stage I

| | |
|---|---|
| 3594 | **The Lollipop Dragon.** |
| 3611 | **Let's Be Enemies.** |
| 993 | **Understanding Ourselves.** |

**Filmstrip and Cassette.**

Coronet Film Strips. Getting Along in School Series

**Working With Others.**
**How Quiet Helps.**
**Taking Care of Things.**

Scholastic / Kindle Sound Filmstrips. Who Am I?

**Nothing Is Something To Do.**
**The Joy of Being You.**
**People Packages.**
**All Kinds of Feelings.**
**Do You Believe in Wishes?**

SRA Focus on Self Development. Stage I

**Judy's Ups and Downs.**
**Sometimes I Wonder.**

**Tape.**

SRA Focus on Self Development. Stage I

**Cindy and the Elf.**

## Grade 5

## Making Perpetual Calendars

### An Assembly Line Project

1. Major Concepts

   A. Careers can be grouped in various ways into "families" requiring similar abilities and providing similar abilities and providing similar rewards.

   B. Work experience facilitates career decision-making.

   C. Different occupations are interrelated in many ways.

   D. Any work area has levels of responsibility.

   E. Through specialization man has greatly increased his productivity.

   F. Specialization leads to greater skill and efficiency in producing a product.

   G. A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.

2. Preparation required (Steps and/or discussions leading into experience)

   A. The film **A Car Is Born** should be shown to the class to provide a background for understanding assembly-line production.

   B. The class should discuss assembly-line production as a follow-up activity.

   C. Materials needed in the production of perpetual calendars should be purchased so the youngsters can experience assembly-line production.

3. Objectives to be met (concept, occupational information, subject matter)

   The child will contrast the work practices and rewards of the production line with the practices and rewards of individual production by listing three advantages and three disadvantages of both systems.

4. Describe the experience

   The students list the jobs to be done to produce the calendars, and fill out job applications for jobs they want to do. Some students may be sanders, some gluers, sawers, painters, and some will place the decals on the blocks. Two people can be advertising managers who promote the product. They set up an assembly line. After the calendars are finished, each student becomes a salesman. A sales manager keeps records of the sales.

| | |
|---|---|
| Language Arts: | Writing advertisements.<br>Writing reports about the assembly-line experience. |
| Social Studies: | Setting up an assembly line is mass production, and this increases production, and may thereby raise the standard of living. Understanding of supply and demand. |

## MATERIALS

1. Find the total cost for all of the following materials.

| Quantity | Item | Unit Cost | Total |
|---|---|---|---|
| 2 Sheets | ¼-inch plywood | $4.79 each | |
| 6 sheets | fine sand paper | .14 each | |
| 6 sheets | course sand paper | .00 each | |
| 6 tubes | glue | .98 each | |
| 1 pint | mineral spirits | .39 each | |
| 1 quart | sealing stain | 2.55 each | |
| 5 | paint brushes | .35 each | |
| | TOTAL | | |

2. We will use four small 2-inch blocks for each calendar. We will use 8-foot lengths of 2×2 hemlock wood to make the blocks. We are going to make 120 desk calendars. How many 2-inch blocks can we get from an 8-foot piece of lumber? How many of the 8-foot pieces will we need to buy to make 120 calendars?

   Each 8-foot piece of lumber costs $1.20. How much money will it cost for all the lumber to make the blocks?

3. Some of the pupils are sanding the 2-inch blocks. If a worker can sand 12 blocks in a 30-minute work period, how many work periods would it take four pupils to sand enough blocks to make 120 calendars? Remember, it takes four blocks to make a calendar.

4. Brenda is gluing the wood pieces together to make the calendars. If we paid her 7 cents for each calendar she made, and she made 8 each day, how much money would she earn over a 5-day week?

5. If we use ten 30-minute work periods to make our 120 calendars, how many calendars will we have to produce each day? We will work 30 minutes per day.

## SELF and OTHERS, K-6

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Cleary, Beverly, **Ellen Tebbfts,** illus. by Louis Darling, Morrow, 1951 (4-6)

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Judson, Clara I., **The Green Ginger Jar,** illus. by Paul Brown. Houghton, 1949 (4-6).

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Batchelor, Julie F., **A Cap for Mul Chand,** illus. by Corinne V. Dillon, Harcourt, 1950 (1-3).

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Heide, Florence Parry, **It Never Is Dark,** illus. by Don Almquist. Follett 1967 (K-P).

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Sperry, Armstrong, **Call It Courage.** Macmillan, 1940 (4-6).

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Williams, Gweneira, **Timid Timothy,** illus. by Leonard Weisgard. William Scott, 1944 (K-P).

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Anglund, Joan, **A Friend Is Someone Who Likes You,** Harcourt, 1958 (K-P).

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Beim, Jerrold, **Across the Bridge** (visual handicaps). Morrow, 1951 (4-6).

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Beim, Jerrold, **Across the Bridge** (teasing), illus. by Thomas Maley, Morrow, 1951 (4-6).

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**Lateness:** Selections demonstrate and need for developing punctuality.

Flack, Marjorie. **Walter, the Lazy Mouse,** illus. by Cyndy Szekeres. Doubleday, 1968 (K-P).

Friedrick, Priscilla, **The Easter Bunny Who Overslep,** illus. by A. Adams. Lothrop, 1957 (K-P).

**Loneliness:** Selections demonstrate the need for finding others with whom to share life.

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**Frustration:**

**If It Weren't For You**—C. Zolotow
(An older brother's feelings of jealousy of his younger brothers). Harper.

**Loneliness:**

**Crow Boy**—Taro Yashima
(The story of the gnawing lonliness of a boy). Viking.

**Joy:**

**Listen, Rabbit** by Aileen Fisher
(A realistic story of a wild rabbit and a boy who wanted it for a pet.) Crowell.

**The Little House** by Virginia Burton
(The story of a personified little house whose expression changes from happiness to sorrow back to happiness.) Houghton.

**Whistle for Willie,** by E. J. Keats
(A small boy's delight in learning to whistle.) Viking.

**Compassion:**

**Benjy's Bird**—Norman Simon
(Benjy finds a robin that has fallen from it's nest.)

**Anger:**

**Let's Be Enemies**—Janice Udry
(A parody on children's quarrels.)

**Two Is A Team**—L. and J. Beim
(A quarrel between two little boys who are building a wagon.)

**Sadness:**

**Benjy's Bird**—Norman Simon
(A little boy learns to give up something he really cares for.)

**The Little House**—Virginia Burton
(The little house is personified so that she experiences sadness when the city builds up around her so that she can't see the stars.)

**Love:**

**The Runaway Bunny**—Margaret Wise Brown
(Illustrates the warmth of a mother's love.'

**The Little Boy and The Birthdays**—Helen Buckley
(The theme is forgetting self in concern for others.)

**Thoughtfulness:**

**The Sky Was Blue**—C. Zolotow
(Shows the lasting quality of things such as the blue of the sky, the green of the grass, and mother love.)

**In the Middle of the Night**—A. Fisher
(Wondrous discoveries are made at night.)

## WARREN

Due to a paucity of curricular resources relating the concepts of career motivation to needs of educable mentally retarded children, the materials developed by this system will prove valuable for teachers of EMR children throughout the State of Ohio.

## Primary EMR

### General Objectives

1. To develop an appreciation for the home management role whether it is performed by mother or father.
2. To develop an appreciation of the role of specialized service workers in the home environment.
3. To develop the concept of payment for special services rendered in the home by the specialists.
4. To develop appreciation for the fact that training is required for specialized jobs.

### Specific Objectives:

1. To develop an appreciation for various delivery services to the home.
2. To develop the concept that one must pay for deliveries.
3. To develop the concept that certain skills must be mastered by the delivery man.
4. To develop an appreciation for the installation services needed in the home.
5. To develop the concept of payment for installation services.
6. To develop an appreciation for the skills and knowledge required to be an installation man.
7. To develop an appreciation for upkeep and repair specialists.
8. To develop the concept of payment for the services required for upkeep and repair in a home.
9. To develop an appreciation for the fact that upkeep and repair specialists must be trained to do their jobs.
10. To develop an appreciation and understanding of the role of policemen, firemen, home-school coordinators, social workers, and visiting nurses.
11. To develop the concept of indirect payment for services through taxes.
12. To develop an ability to determine when a specialist should be called.

## Introduction To The Unit

The young slow-learning child has limited ability for incidental learning. When he comes from a low socio-economic background, he seldom receives the help and attention needed to gain incidental information about his environment. Pupils often enter school with an inadequate vocabulary and a fear of unknown audlts. This unit is designed to explain the child's environment to him and dispel fears caused by misinformation or lack of information. Another goal of this unit is to build the concept of responsibility for home maintainance. The children also need assistance in understanding the concept of training for an occupation and reimbursement for services rendered.

### Activities

1. Show the films trips **Men Who Come to our Houses.** Briefly explains about the mailman, the milkman, the meter men, salesmen, and others.
   Available from: Curriculum Materials Corporation, 1319 Vine Street, Philadelphia, Pennsylvania, 19107. Filmstrip # A57.

2. Discuss the people in the filmstrip. Make a list of people the children would like to know more about. Keep the list throughout the unit and add new people as they are brought up. Check each person off as the section is completed.

3. Set up a library corner (children's bibliography list) for reading to the children during story time and for free time reading and persual by the students.

## DELIVERY SERVICES

### Content Information

Many specialized workers are delivery personnel who come to the home at an appointed time at the request of the home manager. These people bring or return things to the home. Some receive direct payment and others do not. Perhaps the most familiar of these people to the young child is the newspaper boy.

### The Newspaper Boy

1. The newspaper boy comes to your home to deliver newspapers.
2. He brings the newspaper to your home because mother or father has asked him to do so and has agreed to pay him for this service.
3. A route manager delivers the newspapers to the delivery boy. Some papers come in the morning. Others come in the evening.
4. The newspaper boy collects the price of the paper from mother once a week. From this money, the newspaper boy keeps 2c from the price of each weekday paper delivered and 7c from the price of each Sunday paper.

**Activities**

1. Bring newspapers to school. Look through the newspapers and discuss the various sections, news, ads, funnies. Ask: "How did you get the newspaper in your home?"
2. Have a newspaper boy come in and talk to the class about his job and responsibilities.
3. Write an experience story about the newspaper boy and this talk.

### The Newspaper Boy

Dan is our newspaper boy.

He brings the **Warren Tribune Chronicle.**

He brings the newspaper in the evening.

He collects money for the newspaper once a week.

He gets to keep some of the money he gets for bringing the paper to my house.

4. Write thank you notes to the newspaper boy.

## THE MAILMAN

### Content Information

1. The mailman brings letters and packages to your home.
2. Mother sometimes pays the mailman when she orders something Cash on Delivery (C.O.D.) or when there are not enough stamps on a letter.
3. The Post Office pays the mailman for delivering the mail to your house.
4. The mailmen belong to a union and are paid at an hourly rate.
5. By law postal workers are not permitted to strike. Postmen who do strike are subject to large fines and possible dismissal.
6. The postal workers are trained on the job by the postal services. They must pass a civil service thest before they can be hired.

### Activities

1. Begin the discussion with an exhibit of letters and packages sent through the mails. Ask: "How will Dan get the notes we sent him?"
2. Let's see how the notes will get to Dan. Show filmstrip. "Post Office Workers." Available from: Curriculum Materials Corporation, 1319 Vine Street, Philadelphia, Pennsylvania, 19107, filmstrip # 122. The filmstrip traces the mails and explains the vairous workers in the post office.

3. Discuss the filmstrip and review what we learned about the mailman.

4. Play "Mailman" (a name recognition game). Pass out envelopes with children's names on them; one to each child. Each child delivers the envelope to the child whose name is on it by matching the name on the envelope to the name on the desk.

## THE MILKMAN

### Content Information

1. The milkman leaves milk at your house if your mother has requested that he do so. Because of this service, she does not need to go to the store every day for milk.

2. The milkman will also bring cottage cheese, sour cream, and sweet cream, and other dairy products.

3. Mother and or father gets a bill or statement of how much they owe the milk company once a month. They can give the money for this bill to the milkman, or they can send a check to the milk company.

4. The milk company pays the milkman for bringing the milk to your house.

5. The milkman belongs to a union and is paid at an hourly rate.

6. The milkman is trained on the job by the milk company. He must know how to drive a truck, how to read order slips, and how to read names and addresses. He must also know how to write order for the products he needs for delivery.

### Activities

1. Introduce the discussion with a display of milk product containers. As the children to identify the containers. Discuss how the children get milk and dairy products in the home.

2. Play "milkman." Have the children take turns counting out milk bottles and cream cartons to fill the orders given verbally by classmates. More advanced children can give and receive written orders.

## THE DRY CLEANER DELIVERY SERVICE

### Content Information

The dry cleaner delivery man returns clothes that mother sends to the dry cleaner. He delivers them because mother has requested that he do so. He can also take more clothes back to the dry cleaner to be cleaned. Mother or father pays the delivery man for having the clothes dry cleaned. The dry cleaning company pays the driver for delivering the clothes.

### Activities

1. Set up a play home situation. The teacher plays the delivery person and the student pays the home manager. Act out the delivery of some dry cleaning with help from the class as to what should be done next.

2. Discuss other types of deliveries. Make a chart of the various types as they are named.

3. Have the children act out the various delivery situations listed on the chart.

## SALESMEN

### Content Information

1. Salesmen sometimes bring things to the home to sell to mother and father. Mother and father do not always request that this person to come to the home.

2. The salesmen sell a variety of products. Mother or father may order the product or the salesman may have the product with him for distribution.

3. Mother or father either pays the salesman he delivers the product, or makes payments directly to the company.

4. The salesman is paid for his selling work by the company. He is usually trained for his job in a school owned by the company.

### Activities

1. Introduce the discussion with a game. Have a variety of products generally sold by salesmen. Put one item at a time into a bag; have a child identify the item by touching it. If possible give each child a turn.

2. At the end of the game display the items. Discuss the sources of purchasing the items; guide the discussion to the area of door-to-door salesmen. Ask: "How can you buy this without leaving your home?"

3. Have the children tell about the types of salesmen that come to their homes.

4. Draw pictures of things you can buy from a salesman.

## INSTALLATION SERVICES

### The Telephone Installer

### Content Information

1. The telephone installer comes to the house to put in a telephone.

2. He comes because mother or father has asked the phone company to send him.

3. His job is to make all the changes necessary to put the wires from the phone to the pole outside and make the telephone work.

4. Mother and father do not pay the installer directly for his work. They receive a bill from the phone company for the work the installer did. The telephone company pays the installer for his work.

5. The telephone installer belongs to a union and is paid an hourly wage.

6. The phone company teaches this man how to do his job by sending him to school and by on-the-job training.

**Activities**

1. Introduce the topic with a language activity. Have the children practice answering the telephone with play phones.

2. When activity is completed open the discussion by asking: "How do you get a telephone into your home?"

3. Bring out the information listed under content through leading questioning. Ex. "Who comes to put the telephone in?" "What does he do to put the telephone in?"

4. Have a telephone installer come to the school to talk to the class and show his truck and equipment.

## ELECTRICIANS

**Content Information**

1. The electrician comes to the home for special installation services such as washer and dryer installations.

2. If he is sent by the store where the washer or dryer was purchased, the installation cost often will be included in the price of the machines, and your parents will not pay the electrician directly.

3. If the home manager calls the electrician to make the installation, he or she will pay him for the services.

4. The electrician is trained by working with another electrician and by going to school.

5. The electrician belongs to a union and is paid an hourly wage.

**Activities**

1. Show the movie **Electricity and How It Is Made.** The film shows how electricity is produced, what it does, and how it is used to give us light, heat, sound and power. Both static and current electricity are shown through a series of simple demonstrations.

2. Discuss the film. Talk about the things in the home run by electircity. Ask: "How does the electricity get to the stove?"

3. Find pictures in magazines of things an electrician might install.

## Generalizations

1. Many people help to keep our home running smoothly.
2. People are paid for the services they provide.
3. Mother or father requests most of the services that are brought to our home.
4. Mother or father must pay for many of the special services needed in the home.
5. Those services not directly requested are not paid for directly by mother or father but from taxes paid for directly by mother or father but from taxes paid by everybody.
6. Policemen and firemen are our friends.
7. People who do special jobs have had special training to learn their jobs.

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### FILMSTRIPS

FA 114-1R Johnny, The Fireman. Filmstrip and record.

FA 221-4 Policemen and Firemen.

FA 221-5 Our Post Office.

Source of Filmstrips: Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

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## WILLOUGHBY-EASTLAKE

The unique activities of Willoughby-Eastlake's mini-units are interesting for children.

## GRADE 1—CAREERS

**Educational Goal:**

To develop an awareness and respect for the wide spectrum of careers represented by children's toys.

**Objectives:**

1. The children will identify jobs as represented by children's toys.
2. The childre will demonstrate by role-playing the career use represented by a particular toy.

**Procedure:**

1. Discussion of toys leading to an experience chart.
2. Ask children to bring a favorite toy to school.
3. Children describe the toy, where it comes from, how to use it.
4. Duplications will be minimized and different toys requested as needed.
5. Toys will be classified-machine, trucks, dolls, cars.

**Possible Activities:**

1. Role-playing such as truck driver.
2. The pleasure and work involved in driving a truck.
3. Compare the different kinds of trucks.
4. Illustrate individual booklets on trucks.
5. Construct large scale cardboard mock-ips of trucks.
6. Construct small scale clay models.
7. Present resource persons whose jobs are represented in the groups of toys.

**Evaluation**

1. Hatching games.
2. Teacher will compile list of career vocabulary children use in class activities related to the topic.

## GRADE 2—CAREERS

**Educational Goal:**

To develop an awareness and respect for the variety of support activities and services necessary to operate the school (beginning from the familiar classroom and spreading outward to the whole school).

**Procedure:**

Motivation-bulletin boards-discussion-trip around school (inside & outside) to find how many people and jobs being done or needed to be done that can be found.

principal
library
custodian
delivery trucks
cafeteria
nurse
maintenance men
secretary
social worker
clerical aide

Experience chart

**Subject-Area Curriculum Tie-ins:**

**LANGUAGE:**

1. Make booklets "Careers in Our Schools"
   a. Develop interview questions with children.
   b. Interview personnel in school.
   c. Draw picture of workers at work.
   d. Write a few descriptive lines.
2. Develop a slide-tape program of school careers.

**SOCIAL STUDIES**

1. How many trucks come to our schools?
   a. Where did they come from (oil, dairy, bakery, courrier, supplies)?
   b. Follow back through the sources of any of these delivered products, i.e.,
      oil-to refinery-to oil fields-to geologist
      dairy-to dairy company, to dairy farm, to cow
      bakery-to Bakery company, to wheat fields

**MATH:**

1. Warehousing of supplies-how much is needed?
2. Custodian measuring for windows.

**Evaluation:**

Teacher judgment—
1. Matching games
2. Labeling games
3. Classification exercises
4. Teacher judgments
5. Evidence of expanded usage of career-oriented vocabulary

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